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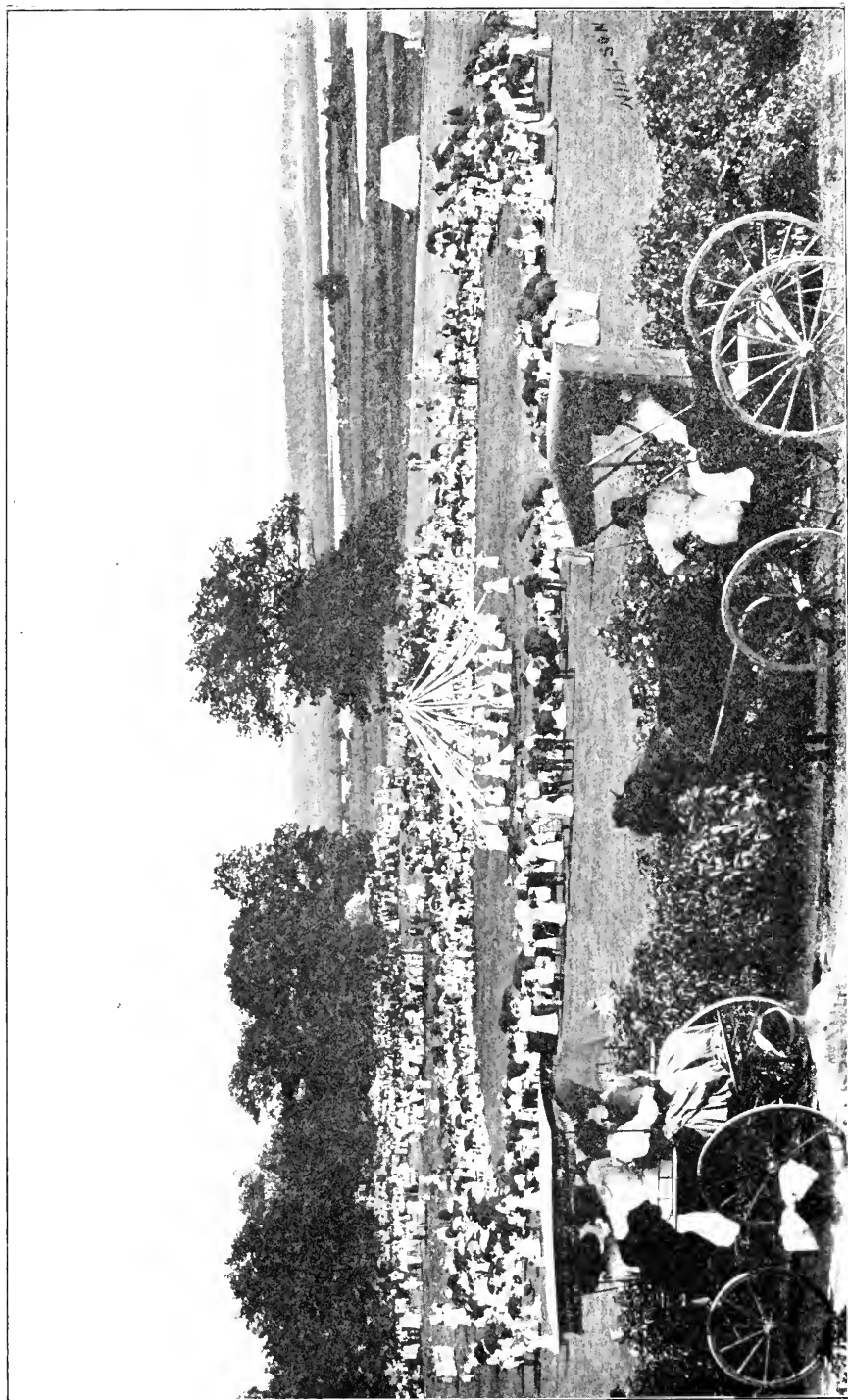
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Maypole Dance at the Celebration of Independence Day, Madison, Wisconsin, 1911.

PLAYS AND GAMES

FOR

SCHOOLS

ISSUED BY

C. P. CARY

State Superintendent

1911



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INTRODUCTION.

One of the most pronounced of recent movements for child welfare is that which has for its object the supplying of adequate opportunities for play. With the conviction that this movement is timely and that the schools of the state should make no delay in falling into line with it, this publication has been prepared. The introductory pages are given over to a general discussion of the value and need of play and other topics bearing on the use of the games described. It is desirable that teachers should read this over carefully in order that the games may be selected and used to the best advantage.

The aim has been to prepare a suggestive selection of games rather than a comprehensive collection. This will explain the omission of games which many perhaps may think ought to have been included. The needs of rural schools have been kept prominently in mind. While many of the games are suitable for high schools, yet the selection has been made mainly for elementary schools. The attention of schools desiring additional games is directed to the booklist on page 76.

The work of compilation has been done by O. S. Rice, State Library Clerk. The manuscript of the games was submitted to Prof. G. W. Ehler, Dr. J. C. Elsom, and Miss Abbie S. Mayhew of the University of Wisconsin, to Prof. A. M. Royce of the Superior Normal School, to Miss Bettina Garwick, physical director of the Stevens Point Normal School, to members of the faculty of the Milwaukee, La Crosse, and Oshkosh Normal Schools, and to Supt. G. J. Zimmerman of Racine County. For valuable suggestions made by these persons sincere thanks are due.

PLAY NECESSARY TO HEALTH.

Health and vigor depend largely upon the development of the heart and lungs in the period of growth. Lack of proper play activity in childhood and youth retards the development of these organs, and thus often lays the foundation for weakness throughout life. A proper selection and use of school games supplies that stimulus to the development of the vital organs which makes for bodily strength and efficiency. While there may be some danger of over-exercise in play, yet this is likely to be the case only when the effort is made to develop a few to a high degree in athletics to the neglect of the many. One of the main objects of this publication is to help distribute play activities among all the school children and so to prevent over-exercise by some and under-exercise by others.

It is said that three million people are constantly ill in our country and that half of these are suffering from preventable diseases. Each year one preventable disease alone—tuberculosis—causes nearly as many deaths as the number killed in the four years of the Civil War. The fight against the great white plague and other preventable diseases is a hopeful sign of the times. No other agency can do so much in this fight for humanity as the public school. While proper instruction in health matters can do much yet such instruction is by itself entirely inadequate. In fact it often happens that school attendance proves positively detrimental to the child's health. When children went to school only three or four months a year, there was not much likelihood that their health would be impaired by the strain of school work and confinement in the school room. With the lengthening of the school year to a minimum of eight months and with a compulsory period but little less the maintenance of the child's health becomes an important problem. Care will have to be taken that compulsory education shall not mean compulsory ill health.

One of the most effective weapons for combating disease is the preservation of the health tone in order that diseases may not be so readily contracted and so that if they are contracted the body will have more power to bring about recovery. Now, the resisting power of the body can be kept at its best only when there is suitable bodily exercise in the open air. For this reason

alone adequate playgrounds in connection with every school are a necessity. In fact, schools would be fully justified if they made the ability to play a reasonable number of outdoor games a requirement for a grade in physiology and hygiene.

"A merry heart doeth good like a medicine."

"The playground is the proper antidote for the factory."

"A playground should be more than a place to play or 'kill time;' it should be a real school of health."—E. B. Mero.

"A playground before is cheaper than a tuberculosis sanitarium afterwards."—The Playground.

The success of the tuberculosis crusade depends on the upbuilding of proper habits. Every effort must be made to implant in children a hunger and thirst for fresh air. Of all things we know, playgrounds are, perhaps, of the greatest importance in creating this hunger.

HENRY BAIRD FAVILL, M. D., President,
The Chicago Tuberculosis Institute.

PLAY CONTRIBUTES TOWARD INDIVIDUAL AND SOCIAL SUCCESS.

The vigor of mind and body required and developed in good playground games fosters such vigor throughout life, and with the taste for wholesome pleasure produced, will help mightily toward a sane, successful, and optimistic life. This means fewer people in poorhouses, insane asylums, sanitariums, and hospitals.

Play trains in cooperation and loyalty. "All team games approximate the conditions of tribal life, in which loyalty was born to the race."

Play is democratic. Native ability is recognized and all are given an equal chance. We may say that the playground is the true "melting pot" of the conglomerate American nationalities.

"The boy without a playground is father to the man without a job."—Joseph Lee, President of the American Playground Association.

"Successful manhood is a later chapter than successful boyhood, but both belong to the same volume."—George E. Johnson in "The Country Boy."

"It is doubtful if a great man ever accomplished his life work without having reached a play interest in it."—George E. Johnson.

"The play of the young being once successfully solved, the play of the adult will offer no special difficulties."—Groos.

"On the playground the child lives, while in school he prepares to live. That is why it is true that if you can tell me how a child plays,

I can tell you how he will work. The play life of a people indicates more than anything else its vitality, morals, intelligence, and fitness to live."—Luther Halsey Gulick.

"To play in the sunlight is a child's right, and it is not to be cheated out of it. And when it is cheated out of it, it is not the child but the community that is robbed of that besides which all its wealth is but tinsel and trash. For men, not money, make a country great, and joyless children do not make good men."—Jacob A. Riis.

ETHICAL VALUE OF PLAY.

The phrases "a square deal" and "fair play" are much in use to denote justice in the various relations of man to man. It is interesting to note that they are derived from language used in play. They designate, in fact, a leading characteristic of play activities, one which will influence in favor of justice the political, professional, and business world. It will help to make true in adult life the cry of the playground—when dishonesty is discovered—"Cheat, cheat, never beat!"

"The play of children has the mightiest influence on the maintenance or non-maintenance of laws."—Plato.

"The playground is our great ethical laboratory."—Dr. Luther Halsey Gulick.

"A boy cannot play games without learning subordination and respect for law and order."—Joseph Lee.

"One person can take care of children on a playground, while it would take eight or ten policemen to see to them on the street."—H. E. Downer.

We recommend "vast additions to playgrounds, wholesome recreation centers, gymnasiums, and athletic fields, as the surest preventives of juvenile mischief and crime, and as affording young people places where they may learn to bear defeat with courage and success with modesty."—International Prison Congress.

"Many practical questions for the solution of which we have been looking to the church and school will be found to belong to the playground to solve."—Stoyan Tsanoff.

PLAY A HELP TO SCHOOL WORK.

By means of adequate playgrounds and play facilities in connection with schools regularity of attendance is fostered. Children "play" hookey in order to play. Change conditions so that they will go to school in order that they may play and yet not neglect their school work.

Children can without detriment attend school at an earlier age if proper play is provided. The early age at which children enter the kindergarten is an illustration. But most schools do not have a kindergarten department and often children of kindergarten age enter the primary department. This greatly increases the need of games in such schools.

Study unrelieved by play degenerates into drudgery. Drudgery means not only loss of interest but actual distaste for the work. The result must of necessity be disastrous to the end for which the school exists. Such an attitude toward work, too, is likely to continue through life.

"A new basis of understanding [as a result of play] between teacher and pupil must not be overlooked, for instead of the task-master and crank the teacher stands revealed as the friend, companion, and playmate of the scholar."—John Bradford, Boys' Sec'y Y. M. C. A., Pensacola, Florida.

"Just as the physician in his search for a cure for consumption has circumscribed the earth and finally come back to the thing in all the world the simplest and nearest, the first demand of the child upon entrance into the world—fresh air,—so we in our search for the best means of educating our children are coming back to that which was the first expression of his awakening soul,—his play."—G. E. Johnson, in "Education by Plays and Games."

"To get results from a boy he must be treated as though he were something more than a fungus growth, a wart, as it were, upon the face of the earth. He must have enough of recreation and pleasure to keep the vinegar out of his nature, and no man has the right to deny his children that."—Governor John A. Johnson.

WHY CHILDREN IN RURAL SCHOOLS NEED INSTRUCTION IN PLAY.

Some who admit the necessity of instruction in play for city children may claim there is no such need for country children.

It is true that children in the country are more likely to get exercise without playing than city children, because of chores and other work. But the bodily movements thus brought about are of such a nature as to produce development of the body which needs correction through play activities. All work and no play not only "makes Jack a dull boy," but also tends to make his bodily movements slow and clumsy rather than quick and graceful. The deliberate movements of work need to be supplemented by the quick and unpremeditated movements of play, in order to bring about complete control of the body.

In these days of drift cityward, country children should be made to feel that the country has many attractions. The one great attraction of childhood is play. Therefore, it ought by all means to be provided for by country schools. In the varied activities of city life there are many things to attract the interest of children: life in the country is by comparison in this respect monotonous. This monotony may be relieved by the proper use of games.

It may be urged that children play enough without being taught to play. If we mean by this mischief and "fooling," the point is perhaps well taken; but the less of these the better. "Children inherit the instinct to play, but they do not inherit games." This inherited instinct should be turned into useful channels by teaching the children a sufficient number and variety of suitable games.

Following is an excerpt on this subject from the Tenth Year Book of the National Society for the Study of Education:

"It must be borne in mind that play in the country is not so much to promote health as to develop the higher social instincts, to introduce another powerful centripetal factor into country life which will tend to counteract the expulsive features which have been so actively depopulating our rural districts. The country child does not play enough. His repertoire of games is surprisingly small and inadequate. If he would play more he would love the country better, see more beauty in it, feel the isolation less."

GAMES FOR INDEPENDENCE DAY CELEBRATIONS.

The movement for a sane Fourth relies for its success to a considerable extent upon the substitution of games and plays for the "noise fest" and "orgie of blood and fire" which the celebration of Independence Day had become. In order that games may be available for this purpose it will be necessary that schools train the children in a repertoire of games. Teachers will in this way further a cause which has much to do with the development of patriotism. Speaking of Independence Day, John Adams said: "It ought to be solemnized with pomp, shows, GAMES, SPORTS, bonfires, illuminations, from one end of the continent to the other from this time forward forever."

Games and athletic events described in this pamphlet are many of them suitable for use on Independence Day. Some of the suggestions for a county field day (page 67) can be made use

of for Independence Day. Suggestions in detail will be found in the Memorial Day Annual from year to year.

LAW REQUIRING INSTRUCTION IN GAMES AND PLAYGROUND MANAGEMENT.

That teachers will be expected hereafter to be able to give instruction in games appears from the following excerpt from Chapter 228 of the Laws of 1911:

"The board of regents of the state normal schools shall require a definite and thorough course in the theory and art of physical education, and INSTRUCTION IN GAMES AND PLAYGROUND MANAGEMENT, to be taught in every state normal school. Examination in this branch shall be required of all candidates for a normal school diploma and normal school certificate, the same as in other branches of the normal school course of study.

"The county training school board of each and every county training school for teachers now or hereafter to be organized in this state shall require a course of instruction in physical education and INSTRUCTION IN GAMES AND PLAYGROUND MANAGEMENT to be taught in every county training school."

SUPERVISION OF PLAY BY THE TEACHER.

It is thought by many that children need no instruction or direction in play; that the play instinct is so strong in them that no help is necessary. Some one has well said, "Children inherit the play instinct, but they do not inherit games." In fact, when children do not have a fairly good repertoire of games, their free time may be spent mainly in "fooling" and so tend to develop a loafing habit, if nothing worse, while the positive benefits that go with active, well-directed play are entirely lost.

The first duty of the school, then, with respect to play is to instruct the children in a number of games. It is mainly to help schools fulfill this duty that this publication is issued. Those games should be taught that are adapted to the pupils in any particular school. By getting some of the older children interested in learning the games and instructing the younger children in playing them, teachers can materially lessen the demands on their own time and energy. A good authority says that children should know thirty or forty games that they play together.

The teacher should be on the playground with the children much of the time during the free periods; not for the purpose

of dominating play activities, but for the purpose of helping, suggesting, and instructing whenever necessary. Great freedom should be allowed children in choosing games to play. The teacher, however, should insist on fairness and good conduct in all play activities.

GROUP GAMES.

It should be the aim to encourage playing by all pupils and to discourage a division of the school into a small number of players and a large number of onlookers. Accordingly there should be a wide variety in the kinds of games played, and group games, in which groups or classes are pitted against one another, should be much used. For example, in the broad jump, according to the group method, the players are divided into two groups as nearly equal in number and playing ability as may be. The total distance jumped by each group is divided by the number in the group and thus the average distance jumped is determined.

It will readily be seen that by the group method the poorest players may be included and stimulated to their best efforts.

In dividing the players into groups it is suggested that the teacher explain the object of the game, then appoint a leader for each group, the leaders thus selected to choose players alternately. Which leader shall have first choice may be determined by lot. Groups once selected may remain unchanged a day, a week, or any time agreed upon.

BOYS' AND GIRLS' GAMES.

Up to about twelve years of age girls and boys can play practically the same games, with the exception that girls should not play some of the rougher games which are suitable for the boys. It is well, however, to have the girls and boys play many games separately. Games suitable only for boys or for girls are indicated in the tabulations under the titles.

SELECTION OF GAMES.

In deciding which games are to be used and which children are to play them the teacher should take into consideration the natural tastes of the pupils, their age, physical condition as to health and strength, the season of the year, and other points that will suggest themselves if the matter be given thoughtful attention. If, after a fair trial, a game is not liked by the children or is found unsuitable for other reasons it should be dropped. Prejudice against certain games may exist in some communities and this is usually a sufficient reason for selecting other games in their place.

Before attempting to teach a game the teacher should be sure to learn the game herself. This will be necessary in order to instill confidence both in the teacher and pupils.

SCHOOL GYMNASTICS.

Gymnastics do not come within the scope of this publication. For guidance in such exercises, see Bancroft's "School Gymnastics," Township library list, No. 180. When they are given indoors, care should be taken that the air of the room is not dust-laden; the windows should be opened before and during the exercises. When the weather permits gymnastics should be practiced out of doors. They should never be employed to such an extent as to seriously interfere with the playing of games.

SOME CAUTIONS.

Contagion must be carefully guarded against in some games. For instance, in blind man's buff, the same bandage should not be used on more than one child, in order that there may be no danger of transmitting contagious eye diseases.

In cold weather be careful that children do not rush out to play inadequately protected against the cold.

Be on guard to prevent wet feet, especially in cold weather.

Always be on guard to prevent over-exertion.

PLAYGROUNDS.

A large proportion of city and village schools have playgrounds entirely too restricted in extent; some have no playgrounds whatever. Even schools in the country, where land is comparatively cheap, do not as a rule have sufficient playground space. Country schools should have grounds of at least an acre in extent a large part of which should be for playground purposes. In cities and villages there should be no further delay in securing adequate playgrounds before the rise in value of real estate shall perhaps for all time prevent proper provision for outdoor play. A space of at least sixty square feet per pupil, exclusive of ground occupied by buildings and used for trees, shrubs, grass, and flowers, should be secured for the playing of ordinary games, and as much more as may be necessary for an athletic field for the use of the older children. The law now permits the condemnation of not to exceed four acres for school-ground purposes. Of course, the law does not prevent the securing of a larger area provided it can be done without condemnation proceedings.

A separate space should be set aside for the little children; also a space where the girls may play by themselves.

School playgrounds may well be used for community celebrations of various kinds, such as celebrations on Memorial Day, Independence Day, and Labor Day. In the planning of playgrounds, such use should be provided for.

Playgrounds should be kept in a neat and cleanly condition. Spitting should be prohibited. The problem of dust is sometimes a difficult one. If, however, the grounds are of sufficient size and covered with grass to start with, dust is not so likely to give trouble.

Shade.—There should be shaded areas on playgrounds, where children may play games on hot, sunshiny days. Trees along the border of the grounds will answer for this purpose and will not interfere with the playing of games requiring considerable space. This need of shade may well be taken into consideration in tree-planting in connection with Arbor Day.

Marking.—Boundary lines and goals often need to be plainly marked. For this purpose whitewash may be applied with a

sprinkling can from which the sprinkler has been removed, or with an old pail having a hole of suitable size in the bottom. Dry marks may be made with slaked lime, a mixture of sand and whiting, or with marble dust. White tape, fastened to the ground with wooden staples or pins is serviceable for some purposes.

PLAY ROOMS.

A room in which children can play in rainy weather is very desirable, especially for the youngest children. It often happens that a schoolroom is for some reason not in use for ordinary school purposes. Such a room ought by all means to be utilized for play. In planning school buildings play rooms ought if possible to be provided. Out-door play, however, is always to be preferred when the weather permits.

GIVE THEM A PLACE TO PLAY

By Denis A. McCarthy

Plenty of room for dives and dens,
 (Glitter and glare and sin!)
Plenty of room for prison pens,
 (Gather the criminals in!)
Plenty of room for jails and courts,
 (Willing enough to pay)
But never a place for the lads to race,
 No, never a place to play!

Plenty of room for the running sores
 (Mammon must have the best!)
Plenty of room for the running sores
 That rot in the city's breast!
Plenty of room for the lures that lead
 The hearts of our youth astray,
But never a cent on a playground spent
 No, never a place to play!

Plenty of room for schools and balls,
 Plenty of room for art;
Plenty of room for teas and balls,
 Platform, stage and mart.
Proud is the city—she finds a place
 For many a fad today,
But she's more than blind if she fails to find
 A place for the boys to play!

Give them a chance for innocent sport,
 Give them a chance for fun—
Better a playground plot than a court
 And a jail when the harm is done!
Give them a chance—if you stint them now,
 Tomorrow you'll have to pay
A larger bill for a darker ill,
 So give them place to play!

—Selected.

PLAYS AND GAMES FOR SCHOOLS.

Advancing Statues.

Playground. 5 or more players. All Forms.

The object of this game is to teach children alertness and self-control.

The children stand on a line about thirty feet from the teacher or some older pupil who acts as leader. When the leader faces them they are to remain motionless as statues, but when his back is turned they may advance. By turning unexpectedly at irregular intervals the leader seeks to catch the children in motion. A child detected in motion must go back to the line and start over again. The child first crossing the line on which the teacher stands is the winner.

Variation.—The leader counts ten before turning. The counting may be fast or slow, regular or irregular.

All-up Relay.

Playground. 10 or more players. Upper and Middle Forms.

Behind a starting line drawn on the ground the players are arranged in two or more single files (one behind the other in each file), there being a like number of players in the different files. Directly in front of each file, and at a distance of from twenty to fifty feet from it, two circles are drawn, each three feet in diameter and with rims touching. In one side of each pair of circles three Indian clubs (or billets of wood of equal diameter and height and sawed off square at the ends) are placed on end.

At a given signal the foremost player in each file runs forward and with one hand lifts the clubs or billets, one at a time,

and sets them down in the adjoining circle so that they stand erect and do not touch the circumference of the circle. This done he hastens back to his file, touches the outstretched hand of the next player (the file having moved forward so that the player to be touched off toes the starting line), and takes his place back of the line. The instant the second player has been touched off he runs forward and sets up the clubs or billets in the other circle. He then runs back and touches off the third player, and so each player in turn runs forward as he is touched off by the preceding player and moves the clubs from one circle to the other. That file wins whose last player first crosses the starting line on his return.

Variation.—A cap or other object is laid upon the ground about thirty feet in front of each file. The players, each in his turn, run around the object from one to three times, as agreed upon, then return and touch off the next runner.

Animal Blind Man's Buff.

Playground or schoolroom. 8 or more players. All Forms Cane.

A circle of players is formed and they dance around a blind-folded player who has a cane in his hand. When he taps on the ground or floor or claps his hands three times, the players come to a stop. He then points to some player who must take hold of the end of the cane. The blind man then asks him to make the noise of some animal, say a dog, cat, cow, or horse. The one making this noise should try to disguise his voice as much as possible. The blind man tries to guess who makes the noise, and if right they exchange places. In either case the circling about goes on as before.

Players may disguise their height by bending the knees standing on tip toe, or in other ways.

School children and adults of all ages may unite in playing this game.

French Blind Man's Buff.—This is like the preceding game except that instead of using a cane, etc., the blind man points to some one and asks questions which the one pointed at must

answer. If he guesses correctly who answers they exchange places. If he points to a space between players or does not name the right person the game proceeds as before.

BALL GAMES.

Base Ball.

Practically every community has one or more baseball teams, so that the game needs no emphasis or explanation in these pages. It sometimes happens that it monopolizes the attention of the school to such an extent as to divide the pupils into two classes—players and onlookers. Now, there isn't a great deal of exercise in simply looking at others exercising. The teacher should endeavor to have all the pupils playing games.

Base Ball Throw.

Playground. 2 or more players. Upper and Middle Forms. Baseball; a fifty foot tape line or a long pole marked off in feet, for measuring the distance of the throw.

This is a contest to decide who can throw a base ball the farthest. The throw is made from back of a scratch line or other mark on the ground. The thrower must not step in front of the line. He may be given three trials. The distance is measured from the scratch to where the ball falls; rolling is not taken into account. Girls are especially interested in this game.

To save time in measuring, lines at known distances near where the ball is likely to fall may be marked off and the measuring done from them. On field days when many people are likely to gather, a space should be roped off to give the throwers a chance and to prevent any one from being hit by the ball.

Basket Ball.

“How to Play Basket Ball” and “Spalding's Official Basket Ball Guide,” published by the Americal Sports Publishing Co., New York (each 10c) are suggested as sources of informa-

tion on this game for schools which desire to introduce it. Out-doors courts are much to be preferred.

Batting the Ball.

Playground. 3 or more players. Middle and Upper Forms.

Boys.

Base ball.

One player bats the ball to the other players who are facing him. Whoever catches a fly or stops three grounders takes the bat. "Fungo" is a name applied by some to this game.

Captain Ball.

Playground. 20 players (more or less). Upper Form. Boys or Girls (separately).

Basket ball.

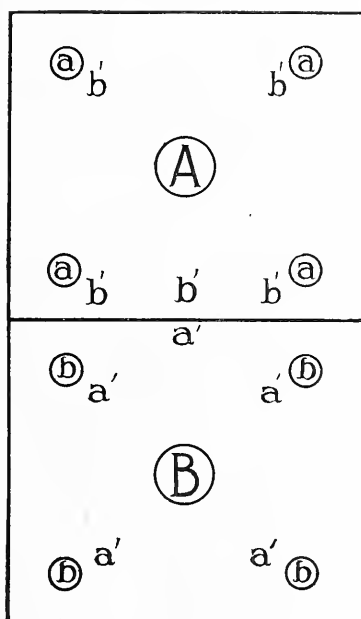
The description of this game here given is on a basis of twenty players, ten on a side; but as few as twelve or even six players (also more than twenty players) may play the game.

For twenty players the field should be fifty to sixty feet long and about half as wide. It should be divided by a line midway, thus making two half fields which are approximately squares. Near the corners of each half field are circles about three feet in diameter, and in the center of each half field is a circle somewhat larger. These circles we shall refer to as bases.

In the central base of each side is a captain (A and B); in each of the other bases is a baseman (a and b). There is a guard for each base (a' and b'). The two captains are first selected and they select alternately the other players. In the diagram the players on one side are designated by A, a, and a'; A is the captain of the A side. The players on the other side are designated by B, b, and b'. B is the captain of the B side. It will be noted that the guards of one side are assigned to the basemen of the other side.

To start the game the two guards of the central bases stand astride the central dividing line; the ball is thrown up between them and as it descends each guard tries to strike it into the

territory of his side so that one of the basemen (not the captain) on his side may get it. The object is to have a baseman get the ball to the captain; this counts a point. It does not count to have the ball reach the captain in any way except from a baseman. The A guards try to get the ball and throw it to A basemen, who, as will be seen, are located on the other side of the central dividing line. A point is also made if the ball makes the circuit of the bases. If, for instance, the first baseman gets the ball and throws it to the second baseman, he to the third baseman and the third baseman to the fourth baseman, a point is scored.



Basemen may not step outside their circles. Guards may not step inside the circles. The ball must not be kicked. A player may not take any steps while he holds the ball. Guards may move about freely in trying to get or guard the ball, but they must not step over the dividing line. Any infringement of these rules constitutes a foul, and a foul by one side gives the ball to a baseman (not to the captain) of the other side.

Angell in his book "Play," recommends that the game be played in two halves of five minutes each, or in four quarters

of five minutes each without any rest between. The guards in one quarter or half become the basemen in the next period. This distributes the activity more evenly among the players.

Center Stride Ball.

Playground. 8 to 16 players. Middle Form.

Large soft ball.

One player stands in the center and others form a ring around him by standing with their feet apart and with each foot touching the neighbor's foot. The player in the center tries to send the ball between the players' feet by batting it so it will roll along the ground. The players protect themselves by batting it back. If any player fails to do this, and so allows the ball to pass out between his feet or at his right side he must change places with the player in the center. The one in the center is allowed to make all sorts of feints.

Dodge Ball.

Playground. 10 or more players. Upper and Middle Forms.

Boys or girls, separately.

Basket ball; a clean grass plot on which to play the game.

The players are divided into two equal groups. One group forms a circle (about 35 feet in diameter for girls and about 45 feet in diameter for boys), the other group (the dodgers) are scattered about within the circle. The circle players throw a basket ball at those inside the circle, who seek by dodging and running about to prevent being hit. A player who is hit joins the circle. This continues until all have been hit. The original circle players and the dodgers now exchange places and the game goes on as before.

The dodgers do not try to hit the circle players with the ball, but simply pass it back to them, or the circle players may go inside the circle and get the ball after a throw. Dodgers must be hit by the ball on the fly. After striking the ground the ball is "dead." The game may be made competitive by seeing which team can strike the other side out in the shortest time. In this case the dodgers who are struck are out of the game.

Suggestion.—If it is found that injuries are sustained by some who are hit, the rule should be made that the ball must hit players below the knee.

Variation.—The players are sent into the ring in groups of five. The winners form a new group and enter the ring to determine who of all the players lasts the longest.

Horse and Rider.

Playground. 6 or more players. Upper Form. Boys.
Basket ball (or bean bag).

Half the boys (the riders) sit on the shoulders of the other boys (the horses). The riders throw a basket ball from one to the other. Whenever the ball drops to the ground the riders must quickly dismount and run. As soon as a horse gets the ball he calls out "Halt!" The riders must then remain standing. The horse having the ball now throws it at a rider, who may dodge about but may not move his feet. If a rider is hit by the ball, the horses become riders and the riders horses. If not, the game goes on without change as to horses and riders.

Indoor Baseball.

This is a form of baseball well suited to the needs of women. It should be played by high school girls especially. Although supposedly an indoor game, the greatest benefit will be derived from it when it is played outdoors. For the outdoor game a larger diamond should be used and the smallest ball allowed by the regulations. Schools desiring to try this game are referred to Spalding's Official Indoor Base Ball Guide. See List of Books page ..

Long Ball.

Playground. 12 or more players. Middle and Upper Forms.

Boys.

Soft ball.

Mark off as in base ball a pitcher's plate, a home plate, and a first base to be known as the "long base." The long base should be forty or fifty feet from the home plate,

The number of players on each side may be the same as in base ball or fewer or more as may be convenient. Two of the players on the side not at bat act as pitcher and catcher, the rest as fielders, and they occupy positions as in base ball.

When a batter has hit the ball (all hits are fair) or has had three strikes, he runs to "long base." He is out when hit by a thrown ball or tagged with the ball between bases and when a fly is caught. A score is made when a batter returns to the home plate without having been put out. Any number of players may be at "long base" at a time. A side is out when three men are out or when, all being at "long base," or out, there is no one left to bat.

A soft ball should be used for this game, so that no one will be hurt when hit.

One Old Cat.

Playground. 4 or more players. Middle and Upper Forms.

Girls.

Soft ball.

This is a ball game suitable for girls. It should be played with a soft ball. There is a batter, a pitcher, a catcher, and any number of fielders. There is no running of bases. The first one who calls out "My first bat" is batter, and so with "pitcher," "catcher," "first fielder," "second fielder," and so on. The batter is out when a fly is caught, when a foul is caught on the fly or first bound, and when a third strike is caught. The batter is entitled to three strikes more, if a third strike is not caught (muffed). When a striker is out the catcher becomes batter, the pitcher becomes catcher, the first fielder becomes pitcher, the second fielder becomes first fielder, and so on. The batter who goes out becomes the last fielder.

Note.—This game may be varied by having the batter run to a given base and back to the home plate when she strikes a fair ball. In making this run the batter is out if the pitcher or catcher or some other player reaches the home plate with the ball before she does.

Pass Ball.

Playground. 12 or more players. Upper and Middle Forms. Two basket balls or other soft balls. Bean bags may answer.

The players stand in a circle and count off by twos; that is, every other player gets the number 1 and every other player, the number 2. A number 1 and a number 2 who are directly opposite in the circle have each a ball. At a signal the balls are passed around the circle, in the same direction, the number 1's throwing to the number 1's in succession, the number 2's throwing in like manner to the number 2's. Each side tries to pass its ball so rapidly as to make it overtake the other ball. The game is won by the side which succeeds in doing this.

School Ball.

Playground. 4 or more players. All Forms. Girls. Baseball or other hand ball.

One player throws the ball to the other players in turn, the ball being in each case returned to her.

Variations.—The ball must be returned with the same throw as the player in the center uses. Another variation consists in having the players arranged in a circle and at some distance apart, the ball being thrown from one to the other so as to pass around the circle.

“Teacher”.—The one who throws the ball in turn to the rest is known in this variation of the game as “teacher.” If any one in the line fails to catch the ball, he goes to the foot of the line and No. 1 becomes “teacher.” Should the one at the foot fail to catch the ball he must stand on one foot till the ball has passed once down the line. A bean bag may be used instead of a ball.

Volley Ball.

Playground. 2 or more players. Upper Form (Girls especially).

Volley ball or a similar soft ball that can be batted with the palm of the hand; a net about two feet wide and six or seven yards long (a strip of canvas or cheesecloth will answer).

A fairly level space forty to fifty feet long and about twenty feet wide is marked off on the playground. Across the middle

of this space a net or strip of canvas or cheesecloth is stretched so that the upper edge is from six to seven feet above the ground.

Two sides of an equal number of players are chosen. The players of one group are distributed over the space on one side of the net and their opponents in the opposite space. A player on the serving side (the side which has the ball) stands with one foot on the rear line of the court, tosses the ball up with one hand and as it comes down, bats it with the other hand toward the opponents' court. If the ball does not pass over the net without touching it, or if it falls outside the opponents' court, the receiving side scores one point. If the server succeeds in batting the ball over the net, it must be returned by batting it with the palm of the hand. Failure to do this scores a point for the serving side. If the ball is properly returned it must be batted back to the receiving side before touching the ground, and if this effort is successful it must be batted back to the serving side before it touches the ground. Thus the ball is volleyed back and forth across the net till one side or the other fails to properly return it. Any failure in this respect by one side scores a point for the other side. If a player touches the net the other side scores a point. A miss on the part of the serving side gives the ball to the other side, which then becomes the serving side. The players on each side serve in turn. The ball may be hit by more than one player on a side in returning it, but no player may hit it more than once until it has been returned.

The game is won by the side which scores the most points in a given time; or, if preferred, by the side which first makes a certain number of points previously agreed upon.

Note: A description of a more elaborate form of this game will be found in "Games for the Playground, Home, School, and Gymnasium, pages 413-416.

Variation.—Allow the server two "services," as in tennis. Only the serving side scores.

Bar Pull.

Playground or schoolroom. 2 players. Upper Form. Boys.
Broom handle or similar stick.

Two players are seated on the ground with the soles of the

feet of one of them touching the soles of the feet of the other. Their legs and arms are extended and they grip a broom handle or other smooth stout stick. Each one now pulls, trying to pull the other to a standing position. The player who succeeds in doing so wins.

BEAN BAG GAMES.

Bean Bag Board.

Playground or schoolroom. 2 or more players. Middle and Upper Forms.

A frame of boards as described below; 5 bean bags.

The game consists in tossing bean bags through holes in an inclined board frame. The frame should be about 2 feet wide by $2\frac{1}{2}$ feet high. In the center there should be a hole about $5\frac{1}{2}$ inches in diameter; near each of the lower corners, a hole about 7 inches in diameter; near each of the upper corners, about 6 inches in diameter. The frame may be slanted by resting the upper end against a tree or other support.

Throwing a bag through the center hole counts 25; through either of the upper holes, 15; through either of the lower holes, 10. The players take turns in throwing the bags till each one has thrown all of them five times. The one who makes the largest score wins the game.

Bean Bag Contest.

Playground or schoolroom. 10 or more players. All Forms. 24 bean bags.

Two leaders select followers who stand in line at the right or left, the two lines and leaders facing each other. Next to each leader is a pile of twelve bean bags; at the other end of each line is a basket, box, or other receptacle, or simply a space marked off.

At a signal the leaders pick up one bag at a time and hand it to the nearest followers who pass it along from one to the other and the player at the end of the line places it in the receptacle or marked space. When all the bags have thus been disposed of by either side, they are lifted up one at a time by the end player and passed back by each player to his next neighbor until

all have been dropped into the original pile. The side which first accomplishes this result wins. Variety may be secured by requiring that the bags be passed in some particular way.

Bean Bag Race.

Schoolroom. 20 or more players. All Forms.

The pupils in adjacent rows of seats sit facing each other, so that those in rows 1 and 2 face each other, likewise those in rows 3 and 4. The number of pupils is to be equal in the two groups. A leader (the teacher or an older pupil) stands at the head between the two groups. The first pupil in each group passes a bean bag to the one facing him, the latter passes the bag to the player diagonally across the aisle from him, and so the bag passes zigzag down each of the two aisles. When it reaches the last pupil at the back of the room it is passed forward in the same way. When it reaches the player who started the bag, he tosses it to the leader. The object is to see which side can first get the bag to the leader.

If only two rows of pupils are present the game may be played by passing the bag down each row and back again, the pupils handing it over their shoulders as it passes down the row and receiving it over their shoulders as it is passed forward. This may be varied by directing each player to use the right hand and pass the bag over the left shoulder, or vice versa, the row not following directions to be penalized.

Miscellaneous Games in Which Bean Bags May Be Used.

Among the games in which bean bags may be used in place of balls or other objects usually made use of are the following:

- Basket Ball Relay
- Duck on a Rock
- Horse and Rider
- Pass Ball
- Potato Race
- Rolling Target
- School Ball

Bear in the Pit.*

Playground. 8 or more players. Upper and Middle Forms.

Boys or girls (separately).

Players join hands in a circle with one player in the center (the bear). The bear tries to get out of the circle (the pit) by breaking apart the clasped hands or by going over or under them. By the use of strategem, such as appearing to try to break through in one place and suddenly turning about and trying another place, his chances of escape are increased and interest is added to the game. When the bear gets out of the pit the other players all take after him and the one who catches him becomes the next bear.

Bird Catcher.

Schoolroom or playground. About 6 to 12 players. All Forms.

The children sit or stand in a circle, with a "catcher" in the middle. Each child is given the name of some bird. The leader tells a story orally, or reads it, which occasionally brings in the name of a bird. At the mention of a bird the player assigned its name quickly raises his hands and brings them down again. When the owl is mentioned (no one is given this name) all place hands behind the back and hold them there until another bird is mentioned. The catcher tries to seize a hand whenever it is moved. A player whose hand is caught or who does the wrong thing must change places with the catcher.

Bird Sale.

Playground. 6 or more players. Middle and Upper Forms.

A buyer and a seller are selected. The buyer should be a good runner. The remaining players are given names of birds by the seller, the names being given out of hearing of the buyer. When names have been given the buyer approaches and asks the seller if he has any birds to sell. The seller says he has a number for sale, but that his birds are very wild and that

*This is a modification of the well known game of "Bull in the Ring," or "Bull in the Pen."

they will have to be caught. The buyer then names birds which he wants to buy. As soon as he gives a name assigned to a player, the latter starts to run, and the buyer tries to catch him. If he succeeds, the "bird" is out of the game. If the buyer cannot catch a bird, he goes back and starts another bird and so keeps on until all the birds are caught or at least started. Tagging a bird is equivalent to catching.

When all the birds have been chased, the game begins over again. The player who is deemed to have made the best run becomes buyer, and any one agreed upon becomes seller.

A variation of the game may be made by having some or all of the birds caught become assistant catchers.

Another variation might be made by marking a "bird preserve" of a certain space at a distance from the starting place, birds reaching this space untagged to be exempt from being caught, so long as they remain within the prescribed space.

Black and White; or, Day and Night.

Playground. 11 or more players. Upper and Middle Forms. Disc, black on one side and white on the other side.

Two players select other players alternately. The two sides thus chosen should be equal in number and as nearly equal in running ability as possible. They are called Blacks and Whites.

The sides stand facing each other midway between two goals.

A disc black on one side and white on the other is tossed up between the sides by the leader. If the disc falls so that the black side is uppermost the Blacks run for their goal, the Whites running after them to tag them. Any one tagged before reaching the goal is out of the game. Similarly, if the white side of the disc is uppermost the Whites chase the Blacks. That side wins which succeeds in putting out all those on the other side.

Variation.—By laughing and doing laughable "stunts" the team whose side of the disc comes uppermost tries to make players on the other side laugh or smile. Any one thus made to laugh or smile is out. Care should be taken that the players do not cross the line between the sides.

Blackboard Relay.

Schoolroom. 8 or more players. Any or all Forms.

Each row of seats, in which an equal number of children are seated, is given a number on the blackboard directly in front of it. At a signal the pupil farthest back in each row runs forward, seizes a piece of crayon, and writes the number 1 on the board in the space assigned to his row; that is, the backmost pupil in the first row writes the number in space 1, the backmost pupil in the second row writes the number in space 2, and so on. When the players return those seated next in front of them run forward and write the number 2; when they return, those in front of them run forward and write the number 3. This continues till all the pupils in each row have written numbers on the board and have returned to their seats. A pupil can not run forward till the one preceding him passes him on his return. The row wins whose last player first returns to his seat.

This game can be greatly varied with respect to what is written on the blackboard. The players may be required to write the names of cities, rivers, mountains, or other geographical features; the names of battles, statesmen, generals, or other names in history. Each pupil may be required to write his own name. Other variations may easily be invented by the teacher.

Variation.—See “Automobile Race” in Bancroft’s “Games for the Playground, Home, School, and Gymnasium,” page 48.

“Buzz.”

Schoolroom. 6 or more players. Middle and Upper Forms.

The first player says “One,” the next “Two,” and so on, until the number seven is reached, when “Buzz” is substituted for it. The counting goes on, “Buzz” being substituted for every multiple of seven. The word “Buzz” is also substituted for “Seven” in any number; that is, “Buzzteen,” “Twenty-buzz,” “Thirty-buzz,” and so on, are used instead of “Seventeen,” “Twenty-seven,” “Thirty-seven,” etc. “Seventy” becomes “Buzzyt,”

“Seventy-one,” “Buzzty-one,” etc. “Seventy-seven” becomes “Buzzty-buzz.”

When a player misses he drops from the game. A miss consists in saying a number instead of “Buzz” or in saying “Buzz” in the wrong place. The game proceeds till all but one have dropped out, the one remaining being the winner.

Variations of this game may be made by saying “Quack” instead of “Three” or its multiples; by saying “Fizz” instead of “Five” or its multiples; or by saying “Cockadoodledoo” instead of “Eleven” or its multiples.

Cat and Mouse.

Playground. 12 or more players. Any Form.

One player, the mouse, is inside a circle of players; another player, the cat, is outside the circle. The cat seeks to catch the mouse. The circle helps the mouse pass in and out and hinders the cat as much as possible by holding the hands tightly clasped. When the cat catches the mouse or gives it up, he becomes the mouse and the mouse replaced joins the circle. A new cat is chosen from the circle.

Chicken Market.

Playground or Schoolroom. 5 or more players. All Forms.
Boys.

Two of the players are buyer and seller; the rest are chickens. The chickens stoop down in a row with hands clasped under the knees. The buyer says to the seller, “Have you any chickens for sale?” The seller says, “Yes, plenty of them. Will you walk around and try them?” The buyer now tries different chickens by laying his clasped hands, palm downward on the head and pressing inward. He pretends to find fault with some of the chickens, saying, “This one is too old,” “This one is too fat,” “This one is too tough,” etc. When a chicken is found that is satisfactory, the buyer and seller grasp his arm one on either side and swing him back and forth, the chicken still remaining in a stooping position with hands clasped under the knees. If he stands this test, the buyer leads him away to a place selected as the coop. The sale goes on till all the chickens

are sold. Any chicken that smiles or does not stand the swinging test must pay a forfeit to be redeemed at the conclusion of the sale. In case there are many players there should be two or more buyers and sellers.

Chinning the Bar (Pull up)

Playground. Any number of players. Upper Form. Boys. Horizontal bar. A horizontal limb of a tree of proper size and height will answer the purpose.

The bar is to be grasped and the body pulled up so that the chin is over the bar; the body then sinks till the arms and legs are extended, the feet not touching the ground. This is to be repeated as often as the child's strength will permit without over-exertion.

Elementary school boys under thirteen ought to practice till they can chin the bar at least four times; elementary school boys thirteen or over, six times; high school boys, nine times.

Coasting.

Where the facilities for coasting are at hand and it can be enjoyed with a minimum of danger to the children this form of amusement is to be encouraged by the teacher and, what is just as much to the point, be supervised by him.

It would not be out of place for the school to provide as a part of the play equipment a good-sized, strongly constructed "bob." Various unobjectionable expedients may be used to raise the purchase money, such as an entertainment, a basket social, etc.

Coasting is treated in a number of books on the Township Library List, and what the school library contains on the subject may be found in the card catalog under the head "Coasting."

Come with Me.

Playground. 10 or more players. All Forms.

The children stand in a circle, while one of them passes around the circle, touches some one on the back, and says, "Come with me." These two now run around the circle in opposite direc-

tions; when they meet, they take hold of hands, swing around once and then pass on, each one trying to get to the vacant place first. The one who fails is "It."

Variations.—When they meet, shake hands or bow three times, saying each time, "How do you do?" or, shake hands back to back; or, hop three times; or, whistle three times, etc., etc.

Duck on a Rock.

Playground. 5 or more players. Upper and Middle Forms. Stones (or bean bags) for throwing; rock (or stake) for the "duck."

A rock of convenient size is placed at one end of the playing space. Each player is provided with a smooth stone for throwing. At a distance of twenty-five feet, more or less, depending on the size of the players, a line is drawn behind which the players are ranged. They throw at the rock; the one whose missile comes to rest farthest from the rock becomes the first guard.

The guard places his stone (the duck) on top of the rock and stands to one side. The players now throw their stones at the duck, trying to dislodge it from the rock. In trying to recover the stones they are liable to be tagged by the guard before they get back to their goal. A player tagged becomes the guard. But the guard may not tag any one till he has replaced the duck on the rock, should it have been displaced. If a thrower, in trying to recover his stone, leaves it on the ground where it first fell and places one foot on it, he cannot be tagged until he removes his foot. When he once lifts the stone, however, he cannot again place it on the ground to escape being tagged.

Note.—It would perhaps be as well to use bean bags instead of stones and a flat-topped stake driven in the ground instead of a rock.

"Fly Away."

Schoolroom or playground. 5 or more players. Lower Form.

The children are seated with their hands in their laps. When "It" says, at the same time raising his hands, "Fly away, mosquito," or "Fly away, bat," or "Fly away, robin," or "Fly

away," followed by the name of any other animal that flies, the rest of the players are to raise their hands. When he says, "Fly away," followed by the name of some animal that does not fly, the players are not to raise their hands, although the leader raises his. Any one making a miss either by not raising his hands at the right time or by raising the hands at the wrong time becomes "It."

Variation.—Those who perform the wrong act are out of the game. The winner is the one who remains after all the rest are out.

Follow the Leader.

Playground or schoolroom. 10 or more players. All Forms.

A leader is chosen who takes his place at the head of a line of players. He walks about at the same time going through various motions. The rest of the players must follow him and imitate all his actions.

Two lines may be formed and a contest take place as to which gives the better exhibition, the teacher or some one else agreed upon acting as judge.

Fox and Gander.

Playground. 8 or more players. Middle and Upper Forms.

Boys or girls separately.

A player is chosen to be the fox. Another player, the gander, heads a line of players, the geese, who stand behind him, each one with his hands on the shoulders or about the waist of the player immediately in front of him.

The fox shouts, "Geese, geese, gannio!"

The geese shout back, "Fox, Fox, fannio!"

The fox then says, "How many geese have you today?"

The gander replies, "More than you can take away."

The fox then tries to tag the last goose in the line; the gander, with hands outspread, and the line of geese by bending the line hither and thither try to prevent it. When the goose at the end of the line is tagged (no other goose may be tagged) he becomes fox and the fox becomes gander.

Fox and Geese.

Playground. 8 or more players. Middle and Upper Forms. Snow.

A circle thirty to forty feet in diameter is tramped in the snow. Inside of this circle and at about one-third the distance from it to the center another circle is formed. Straight paths ending in the outer circle are made through the center. Where the "spokes" thus formed touch the outer rim small circular dens are marked off for the foxes. At the center (where the "spokes" meet) is the goal of the hunter.

For eight players there should be three such paths; for ten players there should be four; that is, there should be two players more than the number of dens.

At the beginning of the game the foxes are stationed each in his den, with the exception of an odd fox, who gets a den as best he can. The foxes keep running from den to den, the hunter tries to tag them, and the odd fox tries to get a den. If a fox is tagged by the hunter, they exchange places.

A fox may run on any path in any direction, but he may not turn back when he has once started; and he must wait till he comes to an intersection before changing his course. The hunter and the foxes must keep to the paths marked out. A fox may not be tagged when in a den. Only one fox at a time can occupy a den.

Hide and Seek, or I Spy.

This game is too well known to require a complete description here. As usually played, "It" is chosen by some counting out rhyme; he then "blinds" at the goal and counts loudly to some number agreed upon (usually one hundred), while the rest of the players hide. When he discovers a player he runs to the goal and cries, "One, two, three for ————." A hider who gets to the goal before "It" and calls out, "One, two, three, for me!" is safe. The first one caught is "It" for the next game.

Yards Off.—A variation consists in having (in addition to "It") a stick-thrower chosen who stands at the goal and throws a stick as far as he can. As soon as the stick touches

the ground, "It" walks (running is forbidden) to where the stick fell and returns with it to the goal; in the meantime the rest of the players are hiding. Not until the stick has been returned to the goal and stood up against it can "It" begin looking for the hidiers.

Imitation.

Schoolroom or playground. 5 or more players. All Forms.

A leader is chosen and the rest of the players stand facing him. The leader goes through various motions, such as splitting wood, sawing wood, washing clothes, wringing clothes, hopping, jumping, etc., saying with each kind of action, "Do this!" or "Do that!" When he says, "Do this!" the rest of the players are to imitate him; when he says "Do that!" they are not to do so. Any player who imitates the action at the wrong time or fails to do so at the right time is out of the game. The game continues till only one player and the leader remain. The player remaining becomes the next leader.

In and Out the Window.

Playground. 12 or more players. Middle and Lower Forms.

All but two of the players join hands in a circle. One of the two players is inside the circle and the other outside. The player outside the circle is to catch the one inside. The latter goes in and out under the arms of those forming the circle and the chaser must follow in the exact course of the one pursued. When the pursuit has been successful, each of the two players names his successor and joins the circle.

JUMPING.

Playground. 2 or more players. Upper and Middle Forms.

Boys.

For jumping purposes it will be necessary to spade up a small area, or in some other way to provide a proper place on which to light, in order to prevent excessive jarring.

Among the forms of jumping suitable for pupils in elementary schools are: standing broad jump; running broad jump; hop, step, and jump; standing high jump; and running high jump.

As in the case of many other individual games, competition in jumping should be by groups as well as by individuals.

In high jumping, apparatus such as that described on page . . should be used, so as to accurately measure the height of the jump and to prevent tripping by the horizontal strip over which the jump is made.

Running Broad Jump.

Playground. 2 or more players. Upper Form. Boys.

A line is drawn on the ground which is to be toed in jumping. Some distance back of this line a starting line parallel to it is drawn. The players, one at a time, run from the starting line, reach the jumping line, toe it and then jump. The distance jumped is measured from the jumping line perpendicularly to the nearest heel print.

Team contests will add to the interest and value of this event. Two leaders choose alternately an equal number of players. The total distance jumped by each team is divided by the number of players in the team; the quotient gives the average distance for the team.

Running High Jump.

Playground. 2 or more players. Upper Form. Boys.

Jump standards and cross-bar. See description, page 57.

The preliminary run and mode of jumping should be for each individual such as he finds enables him to make the best possible showing. Start with the cross-piece so low that all the contestants can easily clear it. Gradually raise it, and

*A firm post joist or plank two or more inches thick and eight or ten inches wide set flush with the ground makes a better "take off" and a more accurate "scratch line." The jumper must not mark the ground in front of the "take off." Measure from the front edge of the plank.

when a player fails to clear he is to be eliminated from the game. When only one remains the greatest height at which he can clear the cross-piece should be determined.

The standard for high schools set by the New York Public Schools Athletic league is 4 feet, 4 inches.

Shuttle Jumping.

Playground. 6 or more players. Upper and Middle Forms.

Two leaders select alternately an equal number of players, making side A and side B. They line up on opposite sides of a scratch line and jump alternately in opposite directions. The first A does the standing broad jump from the scratch line; the first B, toeing the heel mark nearest the scratch line, jumps toward the scratch line; the second A jumps from where B lands, but in the opposite direction; the second B jumps in the opposite direction from where the second A lands. Thus the players on the opposing sides jump alternately in opposite directions until all have jumped. If the last B clears the scratch line, the B's win, otherwise the A's win.

Standing Broad Jump.

Playground. 2 or more players. Upper and Middle Forms.

Boys.

The player stands toeing the scratch line or front edge of the plank used as a "take off." The distance jumped is measured from this line perpendicularly to the nearest heel print.

The standard set by the New York Public Schools Athletic League for elementary school boys under 13 is 5 feet 9 inches; for all other elementary school boys, 6 ft. 6 in.; standard of Racine County Athletic meet, for boys under thirteen, 5 ft. 8 in.

Standing Hop, Step, and Jump.

Playground. 2 or more players. Middle and Upper Forms.
Boys.

The player stands on one foot, toeing the scratch line, takes a hop and lands on the same foot; he then hops and lands on the other foot, hops again and lands on both feet. Each one is allowed two trials in succession.

Competition by groups will add to the interest and value of the game. The average distance covered by the players in a group determines the winning group.

Jumping Rope.

Playground. One or more players. All Forms. Girls mainly.

Little encouragement is needed to bring about the playing of this game. The danger of over-exertion is to be guarded against, especially by pupils from seven to nine years of age, when the heart action is likely to be comparatively weak.

Jumping in relays by groups pitted against each other will add interest, will prevent undue exertion, and will give opportunity of play to the less skillful ones. If there are two groups of an equal number of players and each player is given a certain number of trials, the group wins which in one round makes the greater number of jumps.

Descriptions of many forms of rope jumping will be found in Baueroft's "Games for the Playground, Home, School, and Gymnasium," pages 118-122.

Kaleidoscope.

Schoolroom or Playground. 8 or more players. Middle and Upper Forms.

Four or more of the players stand in front of the rest, who are seated. Each player who is standing is given the name of some city so that those who are seated may know what city each one represents. Those seated close their eyes or, better, turn about and look the other way. The ones standing then rear-

range their line so that each player has a new position. Those seated now open their eyes and (one at a time) are asked to name what city each one represents. This will serve as a test of observation and memory.

Instead of names of cities, the names of countries, lakes, rivers, or other names in geography may be used. Names in history, names of authors, titles of books, names of birds, and of other objects in nature study or other branches are also available. However, only one class of names should be used at a time.

Last Couple Out.

Playground. 9 or more players. Upper and Middle Forms.

Players form in couples. The couples stand one behind the other and face in the same direction. An odd player (the catcher) stands ten feet or more ahead of the first couple and faces in the same direction as the couples. The catcher cries, "Last couple out!" and at this signal the couple farthest back run forward, the one at the right on the right-hand side and the one at the left on the left-hand side of the file of couples. It is their object to clasp hands in front of the catcher before the latter can tag either of them. The catcher may not look around after he gives the signal for the couple to run and he must wait till a player is abreast of him before giving chase.

If one member of the couple is tagged by the catcher, he joins the latter to form a couple and the one not tagged becomes the catcher. The new couple takes its place at the head of the line, which moves backward one space to make room for it. If the members of the last couple out succeed in joining hands before either one is tagged, they take up a position at the head of the line or are free (out of the game) as may beforehand be decided upon.

Leapfrog.

Playground. 5 or more players. Middle and Upper Forms.

Boys.

This well known game is good for occasional use. Its description here is unnecessary. Interest may be increased by forming two lines of backs, the contest being to determine in which line

the last player first leaps over all the rest, the other players having previously leaped in succession.

Foot and a Half.—One is "It"; he makes a "buck" at the scratch line. One is "leader"; he jumps the buck as far as possible. The buck moves up to where the leader stands. The leader sets a stunt by requiring the others to clear the buck in a single jump from the scratch line, or by taking a hop or a step, or a foot, or a foot and a half from the scratch line before jumping. If any one fails, he becomes the buck, the former buck goes to the rear of the line, and the game begins over again. If any one, before he tries the stunt, challenges the leader, the latter must do the stunt or become buck. If he does the stunt, the challenger becomes buck. If all clear the buck, the leader does the stunt, the buck moves out to the leader's landing place, and a new stunt is set. When the leader fails on any challenge, the next in line becomes leader.

· Magic Music.

Schoolroom. 5 or more players. All Forms.

Some article is hidden while a pupil is out of the room. Re-entering the room he searches for it, being guided by music which becomes softer as he recedes from the article and louder as he approaches it. Organ, piano, or other instrument may be used; or the pupils may sing a song. As a variation it may be stipulated that the article is to be found before the tune has been played a certain number of times or before the song has been sung through.

Marbles.

The playing of marbles seems to come about spontaneously at the beginning of spring. (Whether the beginning is genuine or counterfeit seems to make no difference.) Descriptions of various forms of this game will be found in Champlin's *Cyclopedia of Games and Sports*. Of course, the playing "for keeps" should be prevented. This should be brought about so far as possible by voluntary decisions on the part of the pupils.

May-Pole Dance.

(See frontispiece.)

Playground. 16 girls, or 8 boys and 8 girls. Upper and Middle Forms.

The Courtesy—

Right foot back.....	3 counts
Bend back knee.....	3 counts
Straighten back knee.....	3 counts
To position	3 counts
Same with left foot.....	12 counts

Face pole; courtesy 12 counts; face opposites, courtesy 12 counts, turning on the 10th, 11th, and 12th counts to face partners. Courtesy to partners, 12 counts. On 10th, 11th, and 12th face audience. Courtesy to audience, 12 counts. On 10th, 11th, and 12th counts step to side. Those holding red streamers step inside, with left arm toward pole. Those with white streamers step outside, with right arm toward pole. All sway; place right foot to side (1), cross left in front, touch toe (2), place left foot to side (3), cross right foot in front, touch toe (4), and repeat, 12 counts. Pass partners. Go in and out as in "grand right and left" until the streamers are plaited down the pole. When wound sufficiently, hold through four counts. Courtesy, 12 counts, to partners. On 10th, 11th, and 12th counts face opposites. Courtesy 12 counts. Sway as before 12 counts, crossing the feet. Unweave the streamers. When back to place, courtesy, drop the streamers, and run gracefully from the scene.

Modes of Travel.

Playground. 5 or more players. All Forms.

The players are ranged at one end of the playground and are numbered from one up. When a player's number is called he crosses the grounds in any way he may choose. No player may employ the same mode of travel as any preceding player. After all have crossed the grounds the teacher, or other leader, or a committee previously selected, decides which one traveled in the most unique and interesting manner.

Variation.—The players cross and re-cross the playing space, using each time different modes of travel. When a player can not travel in a new way, he drops out of the game. The one who holds out longest wins.

My Lady's Toilet.

Schoolroom. 6 or more players. All Forms.

The players are all seated except the Lady's maid. She assigns to each the name of some article of wearing apparel suitable to take along on a journey. The maid says, "My Lady is going on a journey and she wants her purse." The purse rises, turns around twice, and sits down. Each player does the same when the article which she represents is named. When the maid says, "My lady wants her trunk," then all must change places, the maid in the meantime trying to get a seat. The player who fails to get a seat becomes the maid. If a player fails to rise and turn around when the article which she represents is named, she must change places with the maid; this is also the result if a player gets up at the wrong time.

Party Games.

Schoolroom games may be chosen with reference to their availability in parties given at the homes of the pupils. Some of the games given herein can be used for this purpose. Others will be found in books on games which are included in the list of books given on page . . . A few of the out-door games can be used at house parties, especially if suitably modified.

Pom Pom Pull Away.

Playground. 8 or more players. Upper and Middle Forms.

This game was much in vogue some years ago and is here described with the hope that interest in it may be revived. It is a capital game to develop ability in running and dodging; and, like all such games, is of great value in the development of the vital organs.

Parallel lines are drawn at opposite ends of the playground. Midway between these lines "It" is stationed and behind one of the lines are the rest of the players. "It" calls out,

"Pom pom pull away,

If you don't come I'll fetch you away."

The players then run across the playground and "It" tries to tag them before they reach the opposite goal. Any one tagged must join "It" and help to tag those remaining. The game continues till all have been tagged. The first one tagged or the last one tagged, as may be agreed upon, becomes "It" for the next game.

Black Tom.—"It" calls out, "Black Tom!" three times, upon which the players run for the opposite goal. "It" may cry "Yellow Tom!" "Red Tom!" "Black Tim!" or anything else suggested by the true signal, and a player who starts running at a false signal, or who starts before "Black Tom!" is repeated three times in succession, must join "It" and help him chase the others.

Chinese Wall.—In the center of the playground two parallel lines are drawn about ten feet apart. The space between these lines is the wall. A defender is chosen who takes his place on the wall. When he cries, "I dare you to cross my wall!" the rest of the players, who are stationed as in Pom Pom Pull Away, start for the line at the opposite end of the playground. The defender tries to tag them as they cross the wall, but he may not step off the wall. Any one tagged must join the defender and help him tag the others.

Hill Dill.—This is played like Pom Pom Pull Away, except that the signal is "Hill Dill, come over my hill!" A variation consists in having "It" and others who join him stand at one goal line when giving the challenge to the players behind the opposite goal line.

Variation.—In all these forms of Pom Pom Pull Away variation may be introduced by requiring that "It" and all those tagged must join hands and not let go till all are tagged.

Prince of Paris.

Schoolroom. 8 or more players. All Forms.

A leader is chosen, who stands before the rest of the players and says, "The Prince of Paris has lost his hat. Did you find it, Number three, sir?" Number Three is to jump to his feet and say, "What, sir? I, sir?" The leader answers, "Yes, sir! you, sir."

No. Three, "Not I, sir."

Leader, "Who then, sir?"

No. Three, "Number Five, sir."

Number Five jumps up and says,

"What, sir? I sir,"

Leader, "Yes, sir! you sir."

No. Five, "Not I, sir."

Leader, "Who then, sir?"

No. Five, "Number Two, sir."

Number Two is to jump up immediately and say, "What, sir? I, sir?" The conversation then goes on as before. The leader tries to say, "The Prince of Paris has lost his hat" before the player whose number is called can jump up and say, "What, sir? I, sir?" If he succeeds the player in question must change places with him. Any one who fails to say "sir" in the proper place must change places with the leader.

The game may be varied by having the players stand in a line and applying the rule that when a miss is made the player who misses must go to the foot of the line. In playing the game this way there is no exchange of places with the leader. The object of each one in the line is to be at the head when the game ends.

Prisoners' Base.

(One of the best of playground games.)

Playground. 8 or more players. Upper and Middle Forms.

Across both ends of the playground (preferably from fifty to sixty feet apart) lines are drawn back of which are the goals; these must be large enough to contain all the players of a side. At the right of each goal is the prison.

As in most competitive school games, it is well to have a leader chosen for each side, these then choosing players alternately.

The object of the players of each side is to tag players of the other side when they are between the two goals. A player who is tagged must take his place in the opponents' prison. Of two opposing players, he who left his goal last may tag the other, and not vice versa.

A prisoner may be freed by being tagged while in prison

by one of his own side. Neither prisoner nor rescuer may be tagged in returning to their goal.* A player in pursuit of an opponent is liable to be tagged by an opposing player who left his goal after the pursuer did, or if the one pursued reaches goal, he may immediately turn about and become the pursuer. This leads to some exciting situations.

The game is won by the side which succeeds in placing all its opponents in prison. Or, a time limit may be set, and then the side wins which has secured the most prisoners when the time is up.

Puss in a Circle.

Playground or Schoolroom. 10 or more players. Lower Form.

All but one of the players take their places just outside a circle marked on the ground or floor. The remaining player (the puss) stands inside the circle. The circle players may be tagged by puss whenever they have a foot inside the circle. Players who are tagged must help tag the remaining circle players. The game is won by the player who is last to be tagged. The object of each of the circle players is to tantalize puss by having a foot inside the circle as much as possible without being tagged.

Pussy Wants a Corner.

Playground. 5 or more players. Lower and Middle Forms.

This well-known game is especially suitable for the Lower Form and beginning Middle Form, but, at times, will be found to appeal to older pupils. Trees, stones, posts, corners of the house, circles marked on the ground, or other goals may be used as "corners." To enliven the game "It" may occasionally take up a position previously agreed upon and call out, "All change." The players must then all change places, thus giving "It" a better chance to get a "corner."

*According to some rules they are both liable to be tagged, but this is likely to complicate matters.

Quoits (Horse-Shoes).

Playground. 2 or more players. Upper and Middle Forms. Iron rings (quoits) or horse shoes.

It is needless to describe this well-known game. It may well be included among the games played on the school grounds. Interest may be awakened by having several groups play the game, the best players in the several groups being pitted against one another in inter-group competitions.

Rabbit's Nest.

Playground. 14 or more players. Middle and Upper Forms.

All but two of the players form groups consisting of three or four in a circle with hands joined and with a player inside the circle. These groups are scattered over the playground. The circles are nests and the players inside the circles are rabbits. Of the two remaining players, one is a rabbit and the other the farmer's dog. The playground is an orchard and the rabbits have gnawed the bark on the trees till the farmer has decided to send his dog to catch them. At a signal, the dog starts in pursuit of the rabbit which has no nest. The rabbit thus pursued may, when he finds himself hard pressed, enter a "nest" (circle) and then the rabbit in that nest must leave it. This rabbit may in his turn enter a nest and displace a rabbit. When the dog catches a rabbit, the rabbit becomes the dog and the dog the rabbit.

In order that those forming the nests may also take part in the running, it may, for instance, be stipulated that when a rabbit has been caught, the rabbit in each nest shall change places with one of the players forming the nest.

RACES.

Schoolground, road, or neighboring field if available. 2 or more players. Upper and Middle Forms.

Races provide a form of exercise that every school should make use of. From among the almost numberless kinds of races the ones given below are suggested as suitable for schools.

As a signal for starting, the sound of a rock dropped on a box, pan, or other object giving a loud enough sound will serve the purpose.

Time may be kept fairly well by means of an ordinary watch provided with a second-hand. If the time of more than one racer is to be determined, there will need to be as many time keepers as the number of racers whose time is to be determined. The teacher should aim to develop some degree of skill in time keeping on the part of the older pupils.

Races can, of course, be run without determining the time, by simply noting the order in which the prescribed distance is run. However, the timing of the winners will add to the interest in the game.

The accurate measuring of the distances should be done by the pupils and verified by the teacher. Permanent marks may then be put down.

If a weight standard is used, the racers are to be weighed in the clothes in which they do the racing.

Racing in Groups.—In order that even the slowest runner may take part in the races, it is well often to divide the pupils into two groups of fairly equal ability, and then pit the groups against each other. All of the players in each group are to run the prescribed distance one after the other. By dividing the time of the group by the number of players in the group the average time is determined. If both groups run at the same time the interest will be all the greater. For a suggestion as to method, see "Relay Race," page 39.

Fancy Starts.—Participants in a race may occasionally be required to start from a lying posture, head to the starting line or any other position which will give a desirable variety to the game.

Caution.—Care should be exercised to exclude children from racing events which are likely to prove detrimental to their health.

DASHES.

Playground or road. 2 or more players. Upper Form.

Forty-yard Dash.

For girls who are under 13.

Be careful to exclude girls from this event who appear in any way to be injured by it.

Fifty-yard Dash.

This event is for boys under 13 and for girls over 13. Or, if a weight standard is set, all boys may take part who weigh eighty pounds or less.

The championship record for this event in the Public Schools Athletic League of New York City for 1910, was 6 4-5 seconds.

See caution under "Forty-yard Dash," above.

Sixty-yard Dash.

For boys in the Upper Form.

Standard of N. Y. Public Schools Athletic League, 1909, for elementary boys thirteen years or over, 8 seconds; under thirteen, 8 3-5 seconds. Standard of Racine County Athletic Meet, 1911: elementary school boys thirteen years or over, 8 3-5 sec.; under thirteen, 9 sec.

Seventy-yard Dash.

Restricted to boys who weigh not more than 115 pounds, nor less than 96 pounds.

The championship record of the Public Schools Athletic League in this event for 1910 was 8 3-5 seconds. (Elementary schools.)

Hundred-yard Dash.

Restricted to boys who are fifteen years of age or over. No restrictions as to weight.

The championship elementary school record of the Public Schools Athletic League in this event for 1910 was 11 seconds. The standard set (1909) was 14 seconds.

RELAY RACES.**220-yard Relay Race.**

For five Upper Form boys.

440-yard Relay Race.

For five high school boys.

220-yard Run.

For high school boys.

Standard of N. Y. Public Schools Athletic League, (1909)
28 seconds.

MISCELLANEOUS RACES.**Basket Ball Relay Race.**

Playground. 8 or more players. Upper Form.

Two basket balls or bean bags; two elevated baskets or other receptacles.

Sides are chosen. The players of each side line up, single file, back of a starting line. The first player in each file has a basket ball. At a signal he runs to a certain goal and throws the ball into the basket; then he returns and hands the ball to the next in line, who has moved forward to the starting line.

This player runs, "makes" a basket, returns, and hands the ball to the third player, and so on. A player cannot return to his file until he "makes" a basket, no matter how many throws are necessary. The side wins whose last player first crosses the starting line after having "made" a basket.

In place of basket balls, bean bags may be used and the throwing may be done from a line a few feet in front of a barrel or other receptacle.

Variation.—The ball is passed over head to the last one in the file, who then runs forward, "makes" a basket, and returns to the front of the file; he backs up to the file, which moves back one place, and passes the ball over his head. The side wins whose last runner first backs up to the front of his file.

Hopping Relay Race.

Playground. 8 or more players. Middle and Upper Forms.

A starting line is drawn on the ground. At a distance of about fifteen feet in front of this line and parallel to it is a goal, which is preferably a wall or fence; it may be a line drawn on the ground. The players are divided into two or more equal groups each of which forms a file back of the starting line. The first player of each group toes the starting line and faces the goal, the rest of the group standing one behind the other back of him. At a signal the first player in each file hops on the right foot to the goal, touches it while standing on one foot, then turns and hops back, touching the next player on the shoulder as he passes him on his way to the rear of the file. This player then hops to the goal and back and starts the next player as he passes him on his way to the rear of the file. In like manner the players hop in succession. When a player starts hopping, the file moves forward so that the next player toes the starting line. The penalty for touching the ground with both feet at once may consist in stopping till ten has been counted aloud. The game is won by the group whose last player first crosses the starting line on his way back from touching the goal.

If the game is repeated the hopping should next be on the left foot, then on the right foot and so on. Which foot is to

hopped on should be understood by all before beginning a round.

A variation of this game may consist in jumping instead of hopping.

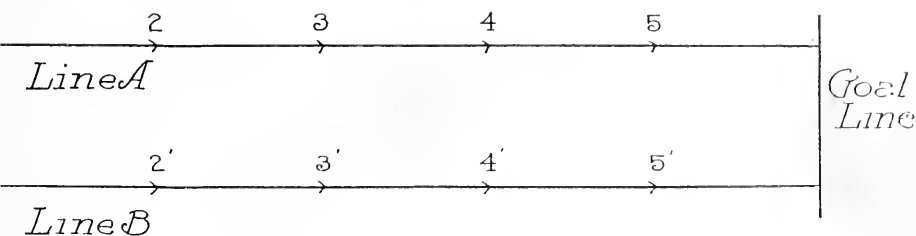
Jumping Relay Race.

Playground. 8 or more players. Upper and Middle Forms.

The players line up in two or more equal files behind a starting line which is parallel to another line at a distance from it of from twenty to sixty or more feet. At a signal the first players in each line jump from the starting line and keep on jumping till the goal line is reached and then turn about and run back. The files in the meantime have moved forward to the starting line. When the first player of a file comes back, he touches the outstretched hand of the second player, as a signal for him to start jumping and then passes on to the foot of the file. On his return the second player touches off the third player, and so on. The file wins whose last player first crosses the starting line on his return.

Line Relay Race.

Playground, if large enough; otherwise the road or a field must be used. 10 or more players. Middle and Upper Forms.



Line A is made up of players 1, 2, 3, 4 and 5, who are one to several rods apart, depending on the space available for the game. Line B consists of players 1', 2', 3', 4', and 5', who stand abreast of the players of line A, as shown in the diagram. The goal line is as far in front of players 5 and 5' as the distance between the players in each line.

At a signal player 1 in line A runs forward and touches

player 2 on the shoulder and player 1¹ in line B runs forward and touches player 2¹ on the shoulder. When a player is thus touched on the shoulder he runs forward and touches the player in front of him on the shoulder as a signal for him to run and start the player in front of him. When the last player in a line is touched he runs forward to the goal line. A player ceases running when he has started the one in front of him.

That line wins whose last player first reaches the goal line.

A desirable modification may be made by having the players in each line carry forward a bean bag to the players in front of them; the bag is thus carried forward by the players in succession. The last player in each line places the bean bag on the goal line.

Potato Race.

Playground. Individual competition, 2 or more players; group competition, 6 or more players. Upper and Middle Forms.

Receptacles are so placed that there are as many parallel rows twenty or more feet long (with a receptacle at each end) as there are players. In each receptacle at one end of the rows three to six potatoes are placed. The start is made from the empty receptacles, each runner standing with one foot touching a receptacle.

Individual Competition.—At the signal each player runs to the end of his row, picks up a potato, carries it back and places it in the other receptacle. This is repeated until all the potatoes have been transferred, that player winning who first accomplishes the task.

Group Competition.—Groups are formed of any equal number of players. Each group is assigned a row. At the signal the first player in each group transfers the potatoes as described above. Immediately upon placing the last potato in the receptacle he touches the hand of the second player who proceeds to carry the potatoes back to the other receptacle one at a time. The third player on being touched off fetches the potatoes back; and so the potatoes are transferred back and forth from one receptacle to the other till all the players have run. The group wins whose last player first completes his task.

Variation.—Receptacles are provided at only one end of the rows—the end at which the players are stationed. Potatoes are placed at intervals of five feet along the rows. There should be four or more potatoes in each row, depending on the age and training of the players. At the signal the potatoes are gathered one at a time and placed in the receptacles. Individual or group competition may be used. In group competition, the potatoes are gathered by the first players, distributed by the second players, gathered by the third players, and so on.

Relay Race.

Playground. 8 or more players. Middle and Upper Forms.

Single Relay.—Two or more teams of an equal number of players (four or more) line up, each team in single file, behind a starting line. At the signal the first player in each file runs to the goal line and back again, touches the outstretched hand of the second player, who runs to the goal line and on his return “touches off” the third player, and so on. This continues until all the players in the file have run to the goal line and back. When a player starts running, the file moves forward till the foremost player toes the starting line. The team whose last player first crosses the goal line on his return wins the game.

Shuttle Relay.—Instead of having all the players of a team at one end of the running space, half may be placed at each end. Then the first player runs across the course and “touches off” the foremost player at the opposite end of the course, and so on.

Three-Legged Race.

Playground. 4 or more players. Middle and Upper Forms.

Boys.

The players run in pairs, the right leg of one in each pair being tied to the left leg of the other.

This game is suitable for occasional use. It would doubtless be an interesting feature at out-of-door celebrations of various kinds.

Wheelbarrow Race.

Playground. 4 or more players. Middle and Upper Forms.
Boys.

Boys take hold of the feet of other boys and hold them as they would the handles of a wheelbarrow; the "wheelbarrows" then run on their hands to a line marked off on the ground and return to the starting point.

This game should be played only where there is clean grass, and the players should be required to wash their hands after the race is run.

Rolling Target.

Playground. 3 or more players. Upper and Middle Forms.
Barrel hoop; bean bags* or other suitable missiles.

Two or more players, each with a bean bag, line up side by side, five or six feet apart. Another player stands to one side and rolls a hoop parallel to the line thus formed and ten or more feet in front of it. As the hoop passes in front of a player he tries to throw his bean bag through it without toppling it over. If he succeeds, he scores one point. If he knocks the hoop over he is penalized one point or whatever may be agreed upon. After each round the players move up one place, the one at the head taking his place at the foot. The first to score ten points wins the game.

If points are too easily made, the hoop should be rolled in a line farther in front of the line of throwers. A distance should be chosen which will develop skill in accurate throwing.

The game can be made a team game, if there are enough players. The teams play three rounds each, alternately. The team which first scores five times as many points as there are players in a team wins the game. In this form of the game there is of course no penalty for toppling the hoop over.

*Instead of bean bags, stones or sticks of uniform size and shape (to be hurled as spears) may be used. But this will necessitate great care that children shall not be in danger of being struck by the missiles.

Schoolroom Games.

Select such games from those herein described as are adapted or may be modified for schoolroom use. But games should be played in the schoolroom only when it is inadvisable to play out of doors.

SINGING GAMES.

Charley Over the Water.

Playground. 8 or more players. Lower and Middle Forms.

One of the players, Charley, stands in the center; the others with hands joined circle about him, singing

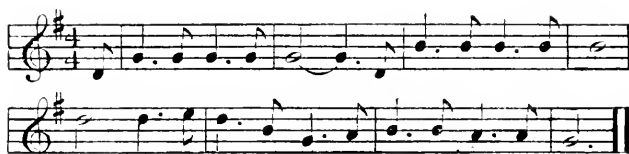
“Charley over the water,
Charley over the sea;
Charley catch a blackbird,
Can’t catch me!”

The players stoop just as the last word is said and should Charley tag any player before he stoops they exchange places.

Farmer in the Dell.

Playground. 10 or more players. Lower and Middle Forms.
Girls.

One player stands surrounded by children who, with hands joined, circle about, singing the verses given below. At the conclusion of the first verse, the child within the circle chooses one of the circle players to stand beside her. At the end of each of the succeeding verses the last one chosen beckons to another child to come within the circle. When the last verse has been sung, all the players jump up and down and clap their hands. The last one chosen then becomes the farmer and the game goes on as before.



The farmer in the dell,
 The farmer in the dell,
 Heigh-o, the dairy, oh,
 The farmer in the dell.

The farmer takes a wife,
 The farmer takes a wife,
 Heigh-o, the dairy, oh,
 The farmer takes a wife.

The wife takes a child,
 The wife takes a child,
 Heigh-o, the dairy, oh,
 The wife takes a child.

The child takes a nurse,
 The child takes a nurse,
 Heigh-o, the dairy, oh,
 The child takes a nurse.

The nurse takes a dog,
 The nurse takes a dog,
 Heigh-o, the dairy, oh,
 The nurse takes a dog.

In like manner are sung:

The dog takes a cat, etc.

The cat takes a rat, etc.

The rat takes the cheese, etc.

The cheese stands alone, etc.

London Bridge.

Playground. 8 or more players. Lower and Middle Forms.
Girls.

This well known popular game has been played by the little folks in many lands and dates back several centuries.

Two players stand facing each other; they form an arch by clasping hands and raising them above their heads. The other players pass under the arch thus formed, while all sing,

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady!

As the last words are sung the players forming the arch lower their hands and so catch one of the other players. The one caught is asked to choose between two valuable articles previously agreed upon by the two who form the arch or bridge, each article representing one or the other of these two players. As a player is caught and makes her choice she takes her place back of the one which she has thus chosen. When all have been caught, there is a tug of war between the two sides, the players standing one behind the other each with hands clasped around the waist of the one in front of her, the two leaders clasping hands. The side wins which pulls the other over a line on the ground on either side of which the contestants are ranged when the tug of war begins.

The Mulberry Bush.

Playground. 6 or more players. Middle and Lower Forms.

As the players sing the first verse of the song given below they circle about with hands joined. When the rest of the verses are sung the action is suited in pantomime to the words. The first verse is sung as a chorus to each of the other verses except the last, the players in each case joining hands and circling about. When the refrain "So early in the morning" is sung, each player spins rapidly about in her own place. When the last verse is sung the players circle about as when the chorus is sung.

Here we go round the mul - ber - ry bush, The

mul - ber - ry bush, the mul - ber - ry bush, Here we go round the

mul - ber - ry bush, So ear - ly in the morn - ing.

This is the way we wash our clothes,
 We wash our clothes, we wash our clothes,
 This is the way we wash our clothes,
 So early Monday morning.

Chorus (Here we go round, etc.)

This is the way we iron our clothes,
 We iron our clothes, we iron our clothes,
 This is the way we iron our clothes,
 So early Tuesday morning.

Chorus (Here we go round, etc.)

This is the way we scrub the floor, etc. (Wednesday morning)

Chorus (Here we go round, etc.)

* From Bancroft's "Games for the Playground, Home, School, and Gymnasium." By permission of The Macmillan Co.

This is the way we mend our clothes, etc. (Thursday morning)

Chorus (Here we go round, etc.)

This is the way we sweep the house, etc. (Friday morning)

Chorus (Here we go round, etc.)

Thus we play when our work is done,
Our work is done, our work is done,
Thus we play when our work is done,
So early Saturday morning.

Rabbit in the Hollow.

Playground or schoolroom. 6 or more players. Lower Form.

- GERMAN.

Rab - bit in the hol - low sits and sleeps, Hunt - er in the
for - est near - er creeps, Lit - tle rab - bit have a care, Deep with - in the
hol - low there, Quick - ly to your home you must run, run, run.
hop, hop, hop, hide, hide, hide.

I. One child crouches in the center of the ring while the hunter roams without. The children in the ring chant and march around.

II. When they come to "run, run, run," the hunter from without breaks thru while the rabbit escapes and is pursued. If caught he becomes the hunter while another child is chosen for the rabbit.

III. "Hop, hop, hop," "hide, hide, hide," are actions for other verses which the child in center must imitate. At "hide" all the children seek to shield the rabbit while the hunter must break thru and the chase is again made.

—From "Popular Folk Games and Dances." By permission of A. Flanagan Co.

Russian Haymaking.

Playground or schoolroom. 8 or more players. Lower and Middle Forms.

Well marked.

1. See the rain is fall - ing down, On the seed corn in the ground Pat - ter pat - ter
 2. Swing the sythe swing the sythe one and all the grass we'll mow. Pull the rake

Dance Chorus.

fas - ter fas - ter Wet - ting all the chil - dren round. In the green fields we are dance - ing,
 Pull the rake. Turn the grass all row on row.

Till the sun shine out a - gain. Day and night our neigh - bors help - ing, Then we'll bring the har - vest in.

3.

Pitch the hay, pitch the hay,
 On the wagon it we'll throw;
 Driving homeward, driving homeward,
 To the hay loft it must go.

4.

In the winter, in the winter,
 When the days are short and cold;
 Pull the fodder, pull the fodder,
 For the cattle in the hold.

The first part of this song dance is to pantomime the action of the words. Have the children enter earnestly into the gestures of the story and give them correctly. Especially should these homely experiences be emphasized with city children.

I. This dance may be formed in groups of eight in a square or in long lines with partners standing opposite. Couples or lines advance to center for first verse, arm extended imitating rain drops. Hop-polka forward three measures with gestures, run to place with fourth measure.

II. Repeat advance with opposite foot and arm movements.

For chorus couples join hands and dance across lines hop-polka step for two measures, toe-heel and clap three times. Repeat chorus and return to place; finishing with toe-heel and clapping. Retain this form giving new gesture to each verse.

—From "Popular Folk Games and Dances." By permission of A. Flanagan Co.

Skating.

Little encouragement is needed for this sport where the opportunity for it is good. The teacher should, however, by her supervision and advice, eliminate so far as possible the danger connected with it. By arranging for the removal of snow and by flooding, where this is feasible, skating may often be made a leading sport for a large part of the winter. See what the school library has to offer in regard to this sport by looking in the card catalog under the heading "Skating." An instructive article on skating will be found in Champlin's *Cyclopedia of Games and Sports*, which is on the Township Library list.

Skeeing.

This sport is coming more and more into popular favor. As a school sport it fits in well with skating, for the snow which makes skeeing possible usually puts a stop to the skating. Skeeing should not be confined to sliding down hill; cross country runs should be encouraged. The sport is suitable for girls as well as boys. See what your school library has to offer on this sport.

Snatch the Bean Bag.

Playground. 8 or more players. Middle and Upper Forms.

Bean bag, stone, or other suitable object.

The players are divided into two equal groups in the usual way. Two parallel lines are drawn on the ground about fifty feet apart. At a point half way between these lines a flat-topped stake is driven into the ground and on top of it a bean bag is placed.

Each group of players is lined up behind one of the parallel lines, so that the first player in one group faces the first player in the other group with the bean bag on the stake between them. At a signal the first player in each group runs out and tries to get the bean bag and return with it to the goal line before being tagged by his opponent. A player who succeeds in doing this makes his opponent a prisoner. A player who

is tagged after he secures the bean bag and before he reaches the goal line becomes a prisoner of the other side. One or the other of the two opponents, then, must become a prisoner. In every case it is the object of both opponents to get the bean bag and return with it to the goal line without being tagged by the other player. Much cleverness may be used in trying to do this. Effort should be made to pit players against each other who are as nearly equal in ability as possible. To this end, the leader on one side may first range his players side by side in the order in which they are to play and then the leader on the other side should arrange his players to the best advantage in the order in which they are to play.

The game ends when all the players on both sides have played once. The game is won by the side which has the most prisoners.

Swimming.

Swimming is not only a healthful and enjoyable exercise, but it is often of value in the saving of life. Every boy and girl should learn to swim. Teachers should, wherever swimming pools are within a reasonable distance from the school, see to it that this desirable part of a practical education is not neglected. Thinking and planning in order to bring about this result will be of more value to the children than much thinking and planning that has to do only with text-book lessons. The time may come when the ability to swim will be one of the requirements for graduation from an elementary school course.

TAG GAMES.

Chain Tag.

Playground. 6 or more players. Middle and Upper Forms.

One player is chosen to be the first link of the chain. When he has tagged a player the latter locks arms with him and forms the second link. These two links, without separating, add a third link by tagging another player who locks arms with the first player caught. In like manner other links are

added, the chain lengthening till it includes all the players as links.

Cross Tag.

Playground. 5 or more players. All Forms.

A tagger and a runner are chosen by counting out or otherwise. The rest of the players are assistants to the runner. Whenever one of them passes between the tagger and the runner, whom the former is chasing, the tagger must pursue the one who has thus relieved the runner. In like manner this runner and succeeding runners may be relieved. When a runner is tagged he becomes tagger and the tagger becomes runner.

Daddy on the Castle.

Playground. 5 or more players. Lower and Middle Forms.

A circular space five feet or more in diameter is marked off on the playground. One of the players is Daddy and he takes up his position on the space marked off, which is the castle. As the others players step onto the castle they call out, "Daddy, I'm on your castle." Daddy tries to tag them and if successful the one tagged becomes Daddy.

Tommy Tiddler's Ground.—About half of the playing space is marked off as Tommy Tiddler's ground. One of the players is counted out as Tommy Tiddler. He takes his place on his "ground," whereupon the rest of the players tantalize him by getting onto his territory and crying, "I'm on Tommy Tiddler's ground, picking up gold and silver." Tommy perhaps pretends not to notice them, when all of a sudden he dashes after one of them and tries to tag him. Or he may pretend to be after one player and suddenly turn about and tag some one else. A player tagged while on the forbidden ground changes places with Tommy.

Double Tag.

Playground. 8 or more players. Middle and Upper Forms.

The players are grouped in couples with arms locked. One couple is "It" and tries to tag the other couples. A couple

tagged becomes "It." Those who are "It" cannot tag unless they have their arms locked. If a couple chased separate, they become "It" as a penalty.

Hang Tag.

Playground. 8 or more players. Upper and Middle Forms. Trees with low branches, or other means of support for hanging by the hands.

"It" pursues. Players are safe only when hanging by the hands with feet clear of the ground. A player tagged becomes "It."

Moon and Morning Stars.

Playground. 6 or more players. Lower and Middle Forms.

This game can be played only when the sun is shining. One player is the moon, the rest are morning stars. The moon takes his place in the shadow of the schoolhouse, or of some tree or other large object. The morning stars scatter about in the sunshine; they may enter the shadow, but the moon may not step into the sunshine. The morning stars dance about in the sunshine occasionally venturing into the shadow and saying:

"O the Moon and the Morning Stars,

O the Moon and the Morning Stars,

Who dares to tread—Oh,

Inside the shadow?"

The moon tries to tag the stars when they are in the shadow; any star tagged changes places with the moon.

Partner Tag.

Playground. 6 or more players. Middle and Upper Forms. Boys or girls.

One of the players is chaser, another is runner. The rest of the players lock arms in couples. The runner is pursued by the chaser, and when he finds himself hard pressed he may lock arms with a player in one of the couples, thus displacing the other player in the original couple, who then becomes the runner and

has the same privilege as the preceding runner. If a runner is tagged, he becomes chaser and the chaser becomes runner.

Shadow Tag.

Playground. 5 or more players. Lower and Middle Forms.

One player is chosen to be "It." He tries to step on the shadow of another player. If he succeeds, he calls the name of the player, who then becomes "It."

To prevent his shadow from being stepped upon a player when hard pressed may bend in various directions or even lie down.

Three Deep.

Playground. 12 or more players. Middle and Upper Forms.

One of the players is chosen to be chaser and another to be runner. The other players stand in couples six or more feet apart and arranged in a large circle. The players in each couple stand one directly behind the other, facing toward the center of the circle.

The chaser and runner stand outside the circle and on opposite sides of it. At a signal the chaser pursues the runner around and in and out of the circle, trying to tag him. When hard pressed the runner may save himself by standing in front of a couple, which then becomes "three deep." The outer player then becomes the runner, is pursued by the chaser, and may save himself as did the preceding runner. A runner who is tagged changes places with the chaser.

Many variations may be introduced. It may, for instance, be understood that runners must run only inside or only outside the circle; that the runner may run around the circle only a certain number of times before displacing another player.

Throwing the Lariat.¹

Playground. 14 or more players. Middle and Upper Forms

Boys and girls, separately.

From seven to ten players form a line with arms locked.

¹Adapted from "The Snake and the Birds," Angell, "Play," p. 127.

They are arranged in order of height, the tallest being at the head of the line and the shortest at the foot. The head player is the cowboy who "throws" the lariat (directs its movements), which is the rest of the line. The rest of the players, who are equal in number to those in the line, are wolves who have been troublesome and must be caught. They are scattered about the playground and all may move freely about within prescribed limits. The cowboy moves about and throws his lariat, trying to encircle a wolf with it. A wolf encircled is out of the game. When all the wolves have been caught, they form a line and those in the former line become wolves. The side wins which in the shortest time catches all the wolves. Or, if preferred, a time limit may be set, the side then winning which within the prescribed time catches the most wolves.

In order that the two sides may be of nearly equal ability, the two leaders should choose alternately the followers who make up their lariat.

This game may be played by boys or girls, but both should not take part in the same game.

Trades.

Playground. 8 or more players. Middle and Lower Forms.

Sides are chosen. Goals are marked off forty or more feet apart. One side chooses some trade which it is to represent in pantomime. The players of this side advance from their goal to the goal of the other side and say:

"Here are some men from Botany Bay,
Got any work to give us today?"

The other players say, "What can you do?" The answer is given by going through some motions descriptive of the trade chosen. The opponents guess what trade is represented. If they guess correctly, the actors run back to their goal, pursued by the guessers. Any one tagged must join the other side, who now become the "men from Botany Bay." The

game continues till one side captures all the players of the other side.

Tug of War.

Playground. 6 or more players. Upper and Middle Forms. Rope or strap.

This game forms a well-known and popular diversion of celebrations and should be included among school games.

A rope or strap has a ribbon or piece of tape tied about its middle. Sides are chosen, which line up on opposite sides of a scratch line, the players grasping the rope one behind the other. The rope is held so that the ribbon or tape is over the line marked on the ground. At a signal each side tries to pull the other over the line. The side wins which succeeds in this attempt; or, if neither side succeeds in doing this, then the side wins on whose side of the starting line the marker of ribbon or tape is when the game ends.

What is My Thought Like?

Schoolroom or playground. Any number of players. Upper Form.

The teacher or one of the pupils, thinking of some object, says: "What is my thought like?" Each of the other players names some object which he surmises the leader is thinking of. The leader then names the object which he had in mind. Each of the guessers must then tell why the object which he guessed is like the object named by the leader. If the leader thought of a book and a door had been guessed he says: "Why is a door like a book?" A good answer would be, "Because you can open and shut both of them. One who guessed a tree might answer, "Because they both have leaves." For a bell, the answer might be, "Because they both claim our attention." Strained resemblances must often be made use of in order to justify guesses, but this will only add to the interest of the game.

One who first guesses correctly becomes the leader for the next round; or, if no player has guessed correctly, that one becomes leader who is considered to have given the best answer, as determined by a vote of the guessers,

The game may be varied by guessers telling why their thought is *not* like that of the leader.

What Time Is It?

Playground. 8 or more players. Middle and Upper Forms.

One player is the fox and the rest are sheep. The sheep gather in one corner of the playground and the fox stands in the corner diagonally opposite. When the fox leaves his corner (the den) the sheep leave their corner (the fold) and scatter over the playground. The sheep keep asking the fox, "What time is it?" The fox answers "two o'clock," "half past six," or any other time he may choose to name. When he says "Midnight," however, the sheep must run for their fold, for the fox may pursue them as soon as he has given this answer. Any sheep caught before reaching the fold becomes the fox.

Wolf.

Playground. 5 or more players. Middle and Upper Forms.

One player is chosen to be the wolf. The others, who are sheep, take their places at the goal, which may be a corner of the school house or grounds, a tree, or other suitable gathering place. The sheep blind their eyes while one of them counts loudly to one hundred or any other number agreed upon. During the counting the wolf hides. At the conclusion of the counting the sheep start to look for the wolf. On first spying the wolf a sheep calls out, "I spy the woolly, woolly wolf!" The sheep then all run for the goal, pursued by the wolf. A sheep tagged before reaching the goal becomes a wolf and must join him in hiding and tagging. The wolves may all hide together or separately. The original wolf may run for the goal before he is discovered and when he has reached it, he may tag the sheep as they come in. However, before he can thus start for the goal, he must cry, "Sheep, sheep, sheep!" The sheep immediately answer, "Wolf, wolf, wolf!" The race for the goal then begins.

The game continues till all the sheep become wolves.

Apparatus for High Jump.

Two standards are placed about nine feet apart. On supports projecting from the standards on the side opposite to that from which the jump is made a cross-bar is placed so that it readily falls off when the jumper fails to clear it.

The standards may consist of two two-by-twos seven feet long in which holes (say $5/16$ inch) are bored one above the other and an inch apart. Iron rods of such a diameter (say $1/4$ -inch) as to easily fit into the holes are bent as shown in the figure on page 58 and attached by chains to the standards so that they can be adjusted to support the cross-bar at any desired height.

A moveable supporting frame for each standard can be made by crossing two two-by-fours eighteen inches long, with a center-lap joint. On this supporting frame the standard may be braced by four shelf-brackets such as can be purchased at a ten-cent store.

The material for this apparatus will cost about two dollars.

As a makeshift substitute for the supporting frames, the standards may be sharpened at one end and driven into the ground far enough to hold them in place temporarily.

A cane fishing pole will answer as a cross-bar. To measure the height of jump a tape measure should be provided.

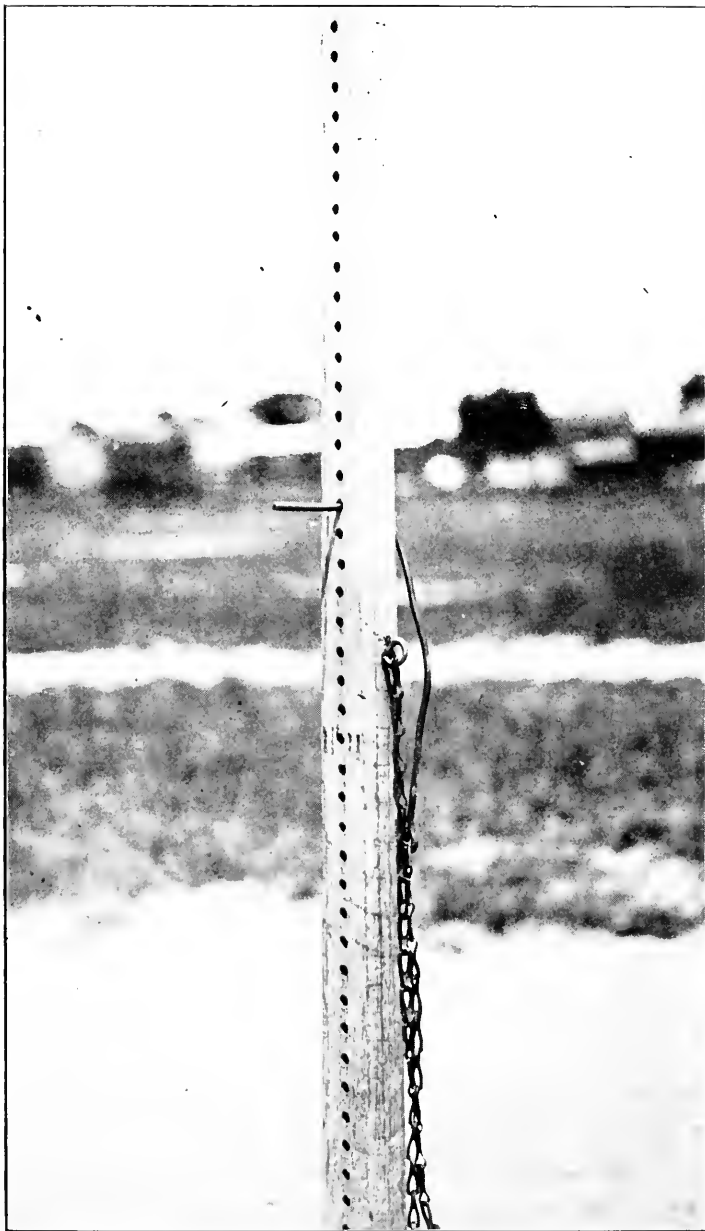
By increasing the height of the standards to twelve feet above the ground, the apparatus can be used for the pole vault. In this case, however, there should be firmer supports for the standards.

Horizontal Bar.*

Aside from its use in chinning (pull up), the horizontal bar affords opportunity for a wide variety of "stunts" by the older boys.

Two posts of well-seasoned oak, spruce, or southern pine, $12\frac{1}{2}$ feet long and 4 by 6 inches in cross-section, are set in concrete four feet in the ground and six feet apart. Round posts of corresponding size would of course answer the purpose. If suitably braced, timbers of lighter wood may be used.

A one-inch galvanized iron pipe from which all roughness and sharp edges have been removed will answer as a cross-bar.



Standard for high jump, showing method of adjustment for various heights.

This is fitted into holes bored at a convenient height in the posts. To hold the bar in place and prevent it from turning pass an iron pin through a hole bored near one end of the bar and at right angles to its length and a corresponding hole in the post into which that end is fitted. The apparatus can be made adjustable by boring holes for the bar at different heights.

Cost of materials, about six dollars.

* Substitutes for the horizontal bar may be improvised in a number of ways, of which the following are suggested:

At the proper height for chinning fasten a bracket on each side of a doorway. On these place a bar with flattened ends. A hoe handle or similar handle, if strong enough, will answer the purpose. The cross-bar is of course removed when not in use.

Lean a ladder with rather long rungs at a suitable angle against the outer wall of a building. An advantage of this arrangement is its adaptability to the various heights of the boys practising chinning. It also provides opportunity for a variety of "stunts," such as going up the ladder hand over hand.

A horizontal branch of a tree of proper size and height will answer for chinning, if nothing better is available.

OTHER APPARATUS.

Among the apparatus not required for games and events included in this pamphlet, but with which it would be well to equip school grounds, the following are suggested:

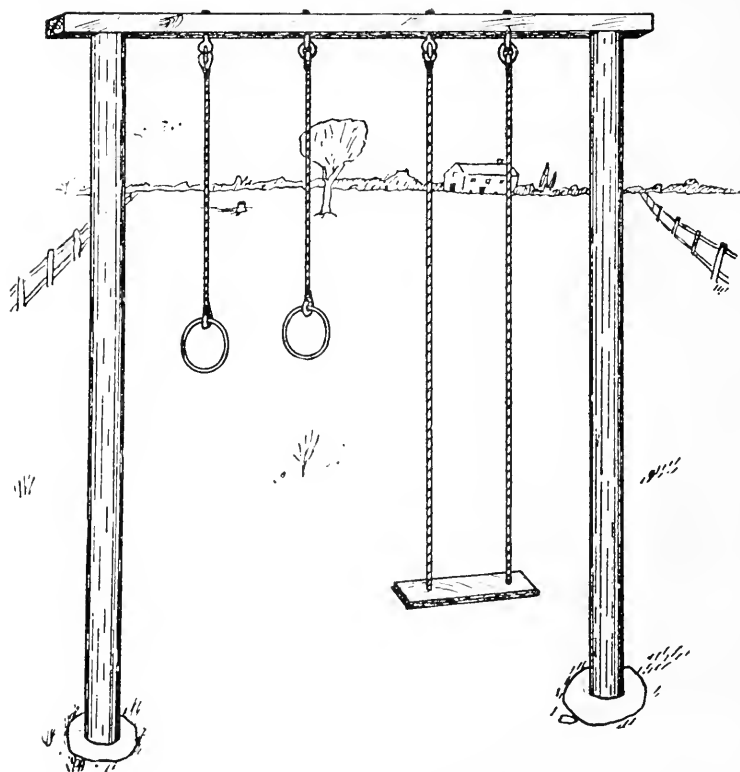
Swings.

Swings are greatly enjoyed by the children and can be constructed with little expense. Where horizontal branches of trees at the proper height are available only ropes and seat-boards need to be provided. On most school grounds, however, it will be necessary to make a frame of which a suggested construction follows.

For a two-swing frame use two sixteen-foot posts about ten inches in diameter. These are to be set in concrete four feet in the ground and about twelve feet apart. Timbers of fir 4 by 6 inches in cross-section may be used if suitably braced.* Across the top securely fasten a 4 by 6 timber, preferably of fir. For

* For a suggestion as to bracing, see cut on page 66.

each swing pass through this cross-piece and hold in place with nuts two eye-bolts eighteen inches apart; the bolts are located so that the distances from swing to swing and from swing to post are equal. This will be about three feet. In order that the swing rope may easily be removed and replaced, the bolt-eye



Swing and flying rings. From Annual Report of Superintendent O. J. Kern, Winnebago Co., Ill., 1910.

should have an opening at the top, thus making a hook rather than an eye. Each end of the $\frac{3}{4}$ -inch Manila rope is attached by means of a "rope thimble" to a link which in turn fits into the hook of the eye-bolt.

Seat-boards should be ten inches wide and about two feet long and the rope should be of such length that the boards come about two feet above the ground. A safe method of attachment of the seat-board is illustrated by the above figure.

A blacksmith can make the eye-bolts and links to which the rope ends are attached. "Rope thimbles" can be purchased at a hardware store.

The cost of the material for the above construction will be about ten dollars.

In place of one of the swings, "flying rings" might be substituted, as illustrated on the preceding page.

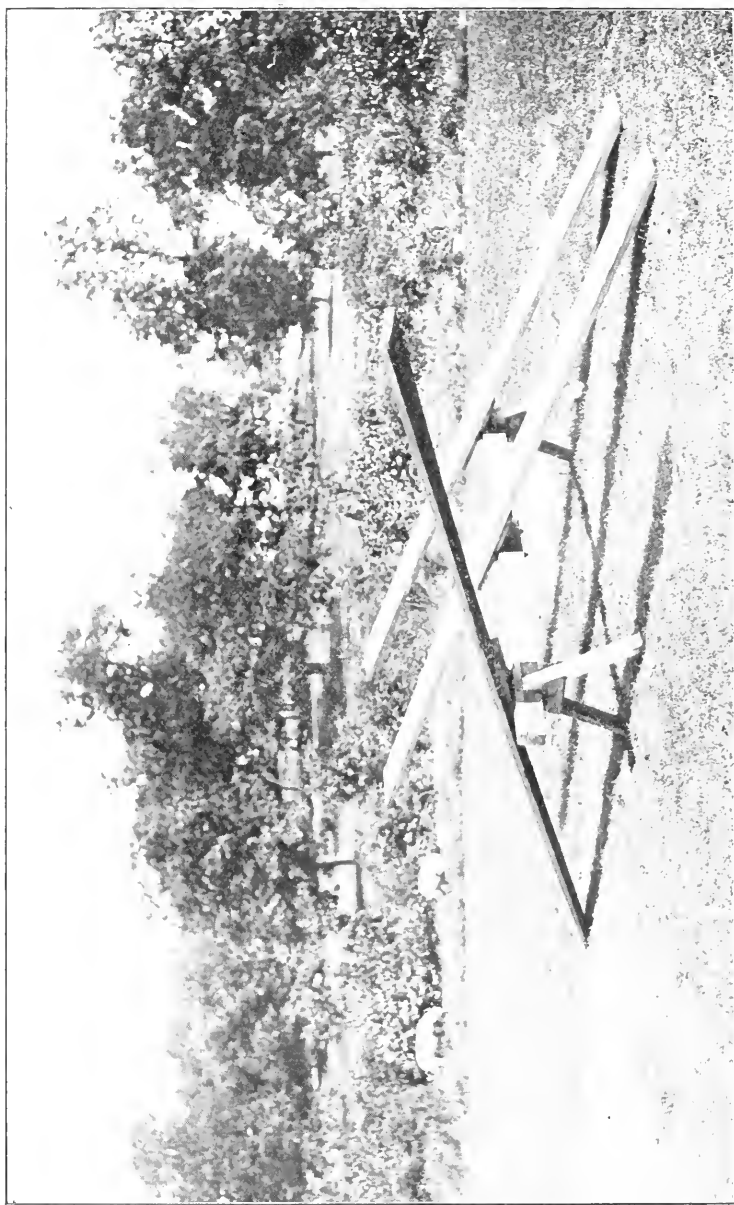
The rings should be about nine inches in diameter (outside measurement) and should be made of $\frac{7}{8}$ -inch round bar steel. They should be very smooth.

Caution. Examine the ropes from time to time to see if any flaws have developed.

Teeter Totters.

The boards should be of straight-grained Washington spruce, southern pine, or Oregon fir, and free from knots. They should be 10 to 11 inches wide, about 12 inches thick, and 14 feet long; dressed and smoothed on all sides and with all edges and ends rounded; finished by several applications of boiled linseed oil. To prevent splintering, cross-pieces should be nailed on the under side near the ends.

The figures on pages 62 and 63 illustrate a simple movable frame made of pine lumber. A "four-by-four" ten feet long is supported by "two-by-fours" (28 inches long) nailed on and braced by cross-boards, as shown in the figures, so that the top of the "four-by-four" is two feet above the ground. On this is laid a "two-by-four" of equal length. This is beveled on the upper edges below where the teeter boards are to be attached. It is held in place by six $\frac{3}{4}$ -inch eye-bolts, nine inches long, so located that they will come in pairs under the teeter boards as shown in the figures. Under each bolt-eye is a cast iron washer one-half inch thick (or a number of thinner ones). Onto the under side of the middle of each teeter board two "two-by-four" strips, two feet long, are nailed parallel to each other and the edges of the teeter boards and one and three-quarters inches from the outer edges. The eye-bolts must be placed so that the eyes come just outside these strips. Through the middle of the strips a hole is bored so as to come opposite the bolt-eyes when the teeter board is in place. Through this hole and the bolt-eyes a $\frac{3}{4}$ -inch bolt is

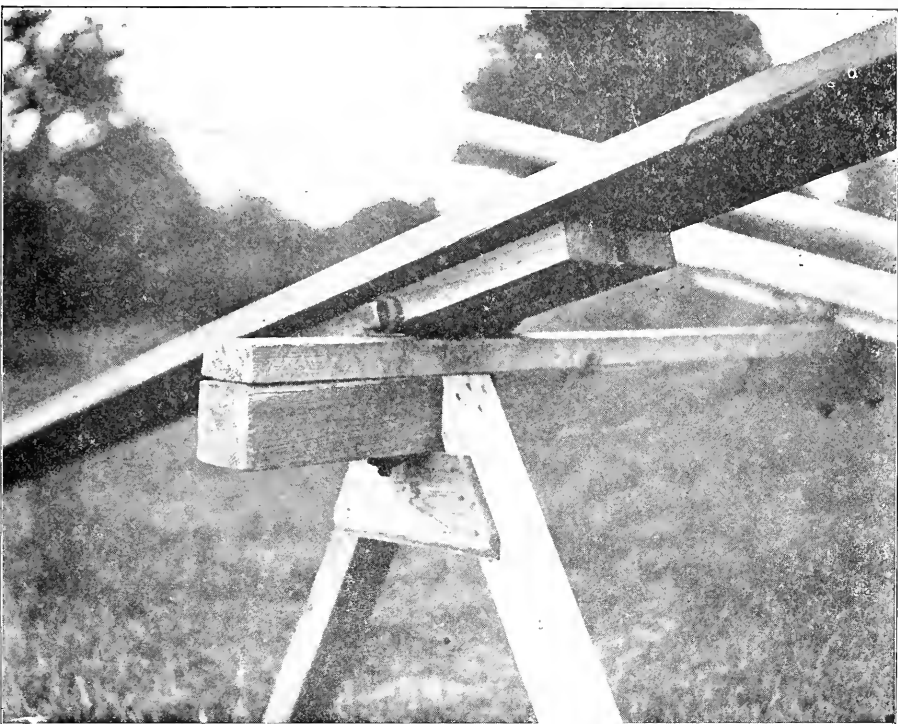


Teeter totters in Vilas Park, Madison, Wisconsin. See also next illustration.

passed and secured by means of a nut. This bolt is of such a length that it does not project beyond the edges of the board.

For a two-board teeter totter (which will answer for most schools) the frame should be about seven feet long. The materials for such a teeter totter will cost about six dollars.

It will probably be necessary to have a blacksmith make the eye-bolts.



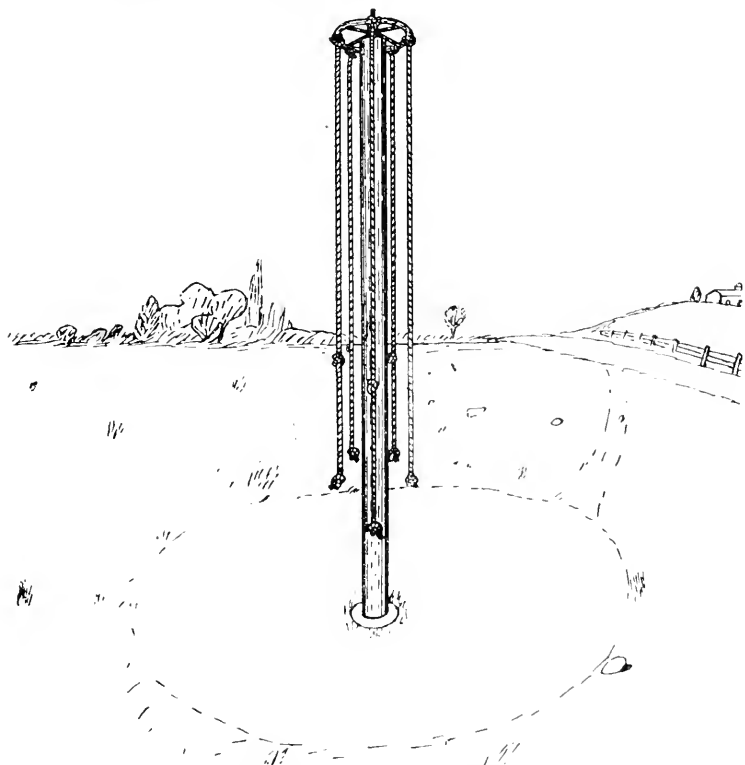
Details of construction of teeter totters in the preceding illustration.

Giant Strides.

Giant strides are a good substitute for the merry-go-round, which is so popular with children. The top of the post should be twelve feet or more above the ground. It should be set in concrete four feet or more in the ground, and should rest on a large flat stone or a pier of concrete. The ropes (six in number) may

be attached to an iron wheel* which revolves about an iron peg driven into the top of the post. They should when hanging reach within a few inches of the ground. At the free ends there should be knots or loops for the children to take hold of. See figure below.

Specifications for making the "home-made wagon skein stride" are given on page 225 of "Playground Technique and Playcraft." See backlist, page 76.



Home made giant skein. From Annual Report of Superintendent O. J. Kern, Winnetago Co., Ill., 1919.

Sand Box.

An arrangement by which the Primary Form pupils may have the opportunity to play with clean sand will supply a form of

* An iron wheel of some abandoned piece of farm machinery will answer the purpose.

activity to which they are greatly attracted and which in addition has important educational possibilities.

The sides of the sand box should be made of 2-inch dressed planks 12 inches wide, with the upper edges rounded. Spreading may be prevented by stakes driven into the ground so as to brace the planks from the outside. The woodwork should be finished with two coats of good outdoor paint or with several applications of boiled linseed oil.

Clean quartz sand should be used. It should be kept moist (not wet), since comparatively little can be done with dry sand. Thin cross-boards should be provided on which the children may place the sand. Miniature shovels and pails will add greatly to the possibilities of the sand box.

The lumber and paint for such a sand box ten feet long and four feet wide will cost about four dollars.

Slides.

The slide is a desirable piece of apparatus for a playground, but it would probably have to be purchased ready made and most rural schools could not afford to pay the price, which is fifty dollars or more.

READY-MADE APPARATUS.

Numerous illustrations of playground apparatus will be found in catalogs issued by the firms listed below. These catalogs will afford suggestions for the making of apparatus and will give an idea of what to buy if money is available for the purpose. There is considerable discount from the list prices.

Fred. Medart Manufacturing Co.,

St. Louis, Mo.

Narragansett Machine Co.,

Providence, R. I.

A. G. Spalding & Bros.,

Chicopee, Mass.

W. S. Tothill,

Webster Ave., Chicago, Ill.



Burr Jones playground, Madison, Wisconsin.

SUGGESTIONS FOR A COUNTY FIELD DAY.

An annual county field day participated in by one-room, graded, and high schools would greatly promote play activity throughout the school year. Aside from this desirable result, it would afford an occasion for people from different parts of the county to get together and become acquainted, and that means much for their social welfare. The schools of Racine county have celebrated such a day the past three years and gratifying results have been achieved. Patrons of the schools have been present in large numbers. On pages 72—75 will be found some cuts giving an idea of this event. Ulster county, New York, has attracted considerable attention by its successful annual field day and play picnic for country children, as described by Myron T. Scudder in a pamphlet listed on page 77.

The suggestions which follow are made not for the purpose of giving a detailed plan for a county field day, but rather with the idea that they may perhaps start some thought and discussion of the subject and thus lead to the introduction of some form of this event, which has in it possibilities of great benefit to rural communities especially. Only a few counties in the United States have thus far made use of the idea.

Expert help is desirable, especially in getting started. In Racine county the physical director of the Y. M. C. A. of Racine and his assistants supervise the field day events. When such help cannot be secured consultation with experts and wide reading on the subject followed by careful planning ought to bring good results. A booklist on play will be found on page 76.

Country schools should have a prominent part, perhaps even the leading part, in field day celebrations. For it is in rural communities that there is the greatest need of stimulating play activity. In fact one of the causes of the drift cityward is the lack in the country of proper provision for recreation.

Prizes in the form of badges and trophies form an essential part of field day celebrations. For suggestions as to these, see the announcement of the Racine County Athletic Meet, page 72; also Scudder's "Field Day and Play Picnic for Country Children" (listed on page 77).



Relay race.

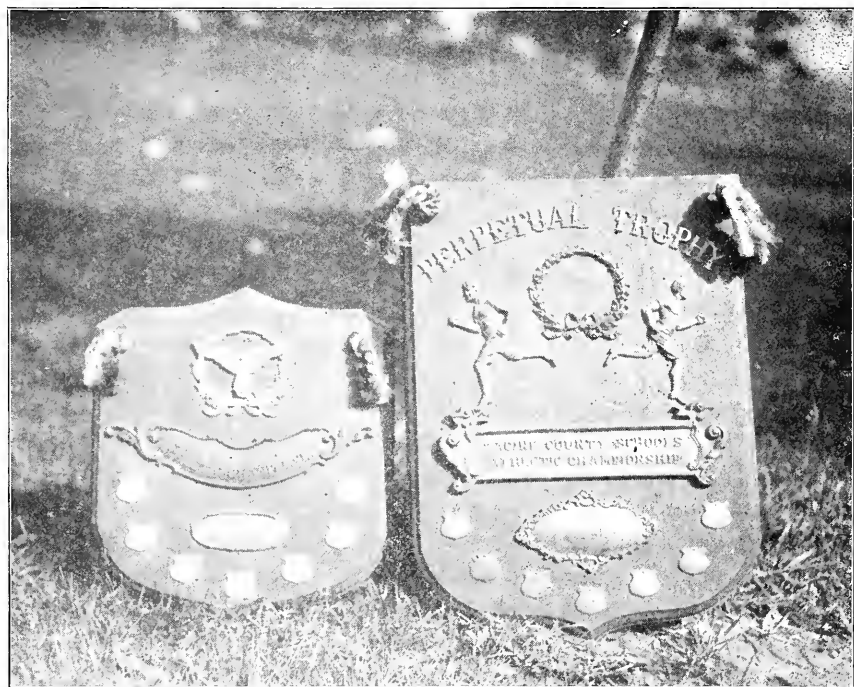


Potato race.

Racine County scholastic field meet, 1911.



Baseball throw.



Trophies.

Racine County scholastic field meet.

Athletic badges should be awarded to all boys who come up to certain standards in prescribed events. See "Athletic Badge Standards," page 72. See also "Official Handbook" listed on page and Scudder's Field Day and Play Picnic," listed on page 77. Schools in the various classes (one-room, graded, and high) might profitably enter into a contest to determine which school in each class can make the best average record in the athletic badge events. It would have to be stipulated that in order to make a school eligible to compete no less than a certain percentage of all enrolled who meet the age or other requirements must take part.

Competitive playing of some of the games described in this publication would form a valuable feature of a county field day. Certain games for the various Forms, not forgetting the youngest children, might be selected and announcement made at the beginning of the school year that these games would be included in the field day events. Athletic events should of course receive their due share of attention.

Preliminary field days in the various townships might be held to determine who should compete in certain events at the county field day. For some events, however, it would perhaps be better to have entries from individual schools under certain prescribed conditions.

Team events should be provided for, in order to encourage participation by children who are not especially skillful, but who will be greatly benefited by taking part. See "Group Games," page xiv. See also Scudder's Field Day and Play Picnic for Country Children," page 39. Early in the year certain schools of about equal enrollment and age of pupils might be invited to compete on field day in some such events as prisoner's base, running broad jump, chinning the bar (pull up), shuttle jumping, relay race, potato race (group competition) etc.

Placards showing where the different events are to take place should be posted on the grounds. To prevent interference with some of the events, such as racing and base ball throw, it would be well to rope off certain areas.

Events for adults would form a valuable feature of a county field day. They would very likely increase the attendance and would form a pleasing diversion both for the grown people

and the children. A certain portion of the day might be allotted to these events.

Taking care of the people should be carefully provided for. Good suggestions will be found in Scudder's "Field Day and Play Picnic for County Children," page 24.

The raising of money for expenses can be arranged for in a number of ways. Each school entering contestants might raise money toward the county field day by means of an entertainment or otherwise. In Racine county a liberal and public spirited citizen supplies the prizes and trophies. Other expenses are met by the sale of refreshments on the grounds.

Racine County Schools Athletic Meet

Union Grove, Saturday, June 3, 1911, 1 P. M.

At Racine County Old Settlers' Picnic Grounds

OFFICIAL ENTRY BLANK

CLASS I—FOR SCHOOL CHILDREN IN ONE ROOM SCHOOLS OR RURAL SCHOOLS

Division A—For Boys under 13 years of age.

60-yard dash.....Name.....
 Standing broad jump.....Name.....
 Running high jump.....Name.....
 Relay race—220 yards.....Names.....2.....
 3.....4.....5.....

Division B—For Boys 13 years or over.

60-yard dash.....Name.....
 Standing broad jump.....Name.....
 Running high jump.....Name.....
 Relay race—220 yards.....Names.....2.....
 3.....4.....5.....

Division C—For Girls under 13 years of age.

40-yard dash.....Name.....
 Base ball throw.....Name.....
 Potato race.....Name.....

Division D—For Girls 13 years or older.

60-yard dash.....Name.....
 Base ball throw.....Name.....
 Potato race.....Name.....

CLASS II—For school children in the graded schools or schools having more than one room

Division A—For Boys under 13 years of age.

60-yard dash.....Name.....
 Standing broad jump.....Name.....
 Running high jump.....Name.....
 Relay race—220 yards.....Names.....2.....
 3.....4.....5.....

Division B—For Boys 13 years or over.

60-yard dash.....Name.....
 Standing broad jump.....Name.....
 Running high jump.....Name.....
 Relay race—220 yards.....Names.....2.....
 3.....4.....5.....

Division C—For Girls under 13 years of age.

40-yard dash.....Name.....
 Base ball throw.....Name.....
 Potato race.....Name.....

Division D—For Girls 13 years or older.

60-yard dash.....Name.....
 Base ball throw.....Name.....
 Potato race.....Name.....

CLASS III—FOR HIGH SCHOOL STUDENTS

Division A—High School Boys.

Running high jump.....Name.....
 Running broad jump.....Name.....
 Pole vault.....Name.....
 4 mile run.....Name.....
 400-yard relay race.....Names.....2.....
 3.....4.....5.....

Division B—For High School Girls.

Tennis.....Names.....
 Base ball throw.....Names.....

SPECIALS.

High School Base Ball—Names.....2.....3.....
 5.....6.....7.....8.....9.....10.....
 Graded school base ball—Names.....2.....3.....4.....
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ATHLETIC BADGE STANDARDS.

Boys under 13 years of age.	Boys 13 years or over, under High School.	High School Grades
60-yard dash.....9 sec.	60-yard dash.....8 3-5 sec.	220-yard dash.....28 sec.
Pull-up.....4 times	Pull-up.....6 times	Pull-up.....9 times
Standing broad jump.....5 ft., 8 in.	Standing broad jump.....6 ft., 6 in.	Running high jump.....4 ft., 4 in.

Under Athletic Badge Standards, pupils are to make these standards on the grounds of the meet. All boys in the first class will receive a Bronze Button, in the second class a Silver Button, in the third class a Gold Button, Lapel Button.

PRIZES.—All entries will be furnished with Buttons. All Firsts will be awarded Blue Ribbons; Seconds, Red Ribbons; and all other winners, White Ribbons. Schools winning the most points will be awarded a banner. The Township winning the most points will be awarded a Plaque. In case of a tie both townships will be awarded a Plaque, otherwise the second Plaque will be awarded to the township winning the second place. In Classes II and III, Plaques will be awarded the winner on points on the entire series of athletics. In the special base ball games a Plaque will be awarded the winners.

POINTS.—The points are scored for individual and relay events alike on a basis of 5 points for firsts, 3 for seconds and 1 for thirds.

ENTRIES CLOSE with Mr. A. F. Grimm, Physical Director, Y. M. C. A., Racine, Wis., May 22, 1911.

ADDITIONAL INFORMATION.—Events start promptly at 1 o'clock p. m. June 3rd. Judges in all cases will be from the Racine Y. M. C. A., even to the umpire of the base ball games. All contestants to report to Mr. Grimm before 11 o'clock June 3rd. NO ENTRIES EXCEPT ON THESE BLANKS.

District No. Township or High School of Graded School
 Principal or Teacher

G. J. ZIMMERMAN, County Superintendent.

LIST OF BOOKS ON GAMES AND PLAYGROUNDS.

- Angell, E. D. Play; comprising games for the kindergarten, playground, schoolroom, and college. Boston, Little, Brown & Co. 1910. \$1.50.
- *Arnold, E. H. Some inexpensive playground apparatus. New York. Playground Association of America. Paper, 5 cents.
- *Bancroft, J. H. Games for the playground, home, school, and gymnasium. New York (Chicago). The Macmillan Co. 1910. \$1.50. (H. 421)
- **Bancroft, J. H. School gymnastics, free hand. Boston (Chicago). D. C. Heath & Co. 1903. \$1.50. (T. 180—\$1.10)
- Burchenall, E. Folk-dances and singing games; twenty-six folk-dances of Norway, Sweden, Denmark, Russia, Hungary, Italy, England, Scotland, and Ireland, with music, full directions for performance, and numerous illustrations. New York. G. Schirmer. 1909. Paper, \$1.50; cloth, \$2.50.
- Camp, W. C. Book of football. New York. Century Co. 1910. \$2.00 (H. 432)
- *Champlin, J. D. and Bostwick, A. E. Young folks' cyclopedia of games and sports. New York. 1899. Henry Holt & Co. (T. 2—\$1.65)
- *Course in play for grade teachers. New York. (1 Madison Ave.) Playground Association of America. Paper, 15 cents
- Crawford, C. Folk dances and games. New York. A. S. Barnes & Co. 1909. \$1.50
- Evers, J. J. Touching second. Chicago. Reilly & Britton. \$1.25 (H. 423) A book of baseball.
- Games book for boys and girls; a volume of old and new pastimes. New York. E. P. Dutton & Co. n. d. \$2.50. (T. 1214—\$1.30)
- *Graham, J and Clark E. H. Practical track and field athletics. New York. Fox, Duffield & Co. 1904. \$1.00 (T. 247—\$.60)
- Harper, C. A., comp. One hundred and fifty gymnastic games; compiled by members of the alumni of Boston Normal School of Gymnastics. Boston. Geo. H. Ellis Co. 1910. \$1.25
- *Hofer, M. R. Children's singing games—old and new. Chicago. A. Flanagan Co. 1901. Paper, \$.50
- *Hofer, M. R. Popular folk games and dances for playground, vacation school, and schoolroom use. Chicago. A. Flanagan Co. 1907. Paper, \$.75
- Holton, M. A. Games, seat work, and sense training exercises. Chicago. A. Flanagan Co. 1905. \$.40 (T. 833—\$.32)
- Indoor games and exercises in connection with school work in the lower grades.
- **Johnson, G. E. Education by plays and games. Boston (Chicago). Ginn & Co. 1907. \$.90 (T. 862—\$.75)
- *Johnson, G. E. What to do at recess. Boston (Chicago). Ginn & Co. 1910. \$.25
- Kingsland, Mrs. B. Book of indoor and outdoor games, with suggestions for entertainments. New York. Doubleday, Page & Co. 1904. \$1.50
- Leland, A. and Leland, L. H. Playground, technique and play-craft, vol. 1. Springfield, Mass. F. A. Bassette Co. 1909. \$2.50
- Partial contents: Philosophy of play; Playground architecture; Playground construction; Plans, specifications, and directions for the manufacture of home made apparatus; Bibliography.

Mann, C. W. School recreations and amusements. New York (Chicago). American Book Co. 1896. \$1.00

Valuable mainly for indoor recreations in connection with school branches.

Mero, E. B., ed. American Playgrounds; their construction, equipment, maintenance and utility. Rev. ed. Boston. Dale Association. 1910. \$2.00

Newton, M. B. Graded games and rhythmic exercises for primary schools (for the school room and playground). New York. A. S. Barnes & Co. 1909. \$1.25 (T. 957—\$1.00)

*Report of the Committee on Athletics for boys. New York. Playground Association of America. Paper, 5 cents.

*Report of the Committee on athletics for girls. New York. Playground Asso. of America. Paper, 5 cents

Report of Committee on Folk Dancing. Same address and price as the preceding title

**Scudder, M. T. Field day and play picnic for country children. New York. Charities Publication Committee. Paper, 10 cents

Seton, E. T. and Baden-Powell. Boy scouts of America. N. Y. Doubleday, Page & Co. \$.50 (H. 424)

Social plays, games, marches, old folk dances, and rhythmic movements for use in Indian schools. Washington, D. C. Office of Indian Affairs.

Spalding's Athletic Library. New York. American Sports Publishing Co. Each of the following titles is paper bound and lists at ten cents. A complete list of titles in the series can be secured from the publishers.

No. 1. Spalding's official base ball guide

No. 2A. Spalding's official soccer football guide

No. 202. How to play base ball

No. 157. How to play lawn tennis

No. 193. How to play basket ball

No. 9. Spalding's official indoor base ball guide

No. 156. Athlete's guide

*No. 246. Athletic training for school boys

*No. 313. Official handbook of Public Schools Athletic League

*No. 314. Official handbook of girls' branch of Public Schools Athletic League

*No. 331. Schoolyard athletics

White, M. and White, S. Book of children's parties. New York. Century Co. 1903. \$1.00 (T. 248—\$.60)

*Suggested for first purchase; titles double-starred are especially recommended.

H.= List of books for high school libraries, 1911.

T.= List of books for township libraries, 1910-11.

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In order to facilitate selection of games a number of items are indicated under the line giving title and page, as follows:

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PLAYS AND GAMES

FOR

SCHOOLS

ISSUED BY

C. P. CARY

State Superintendent

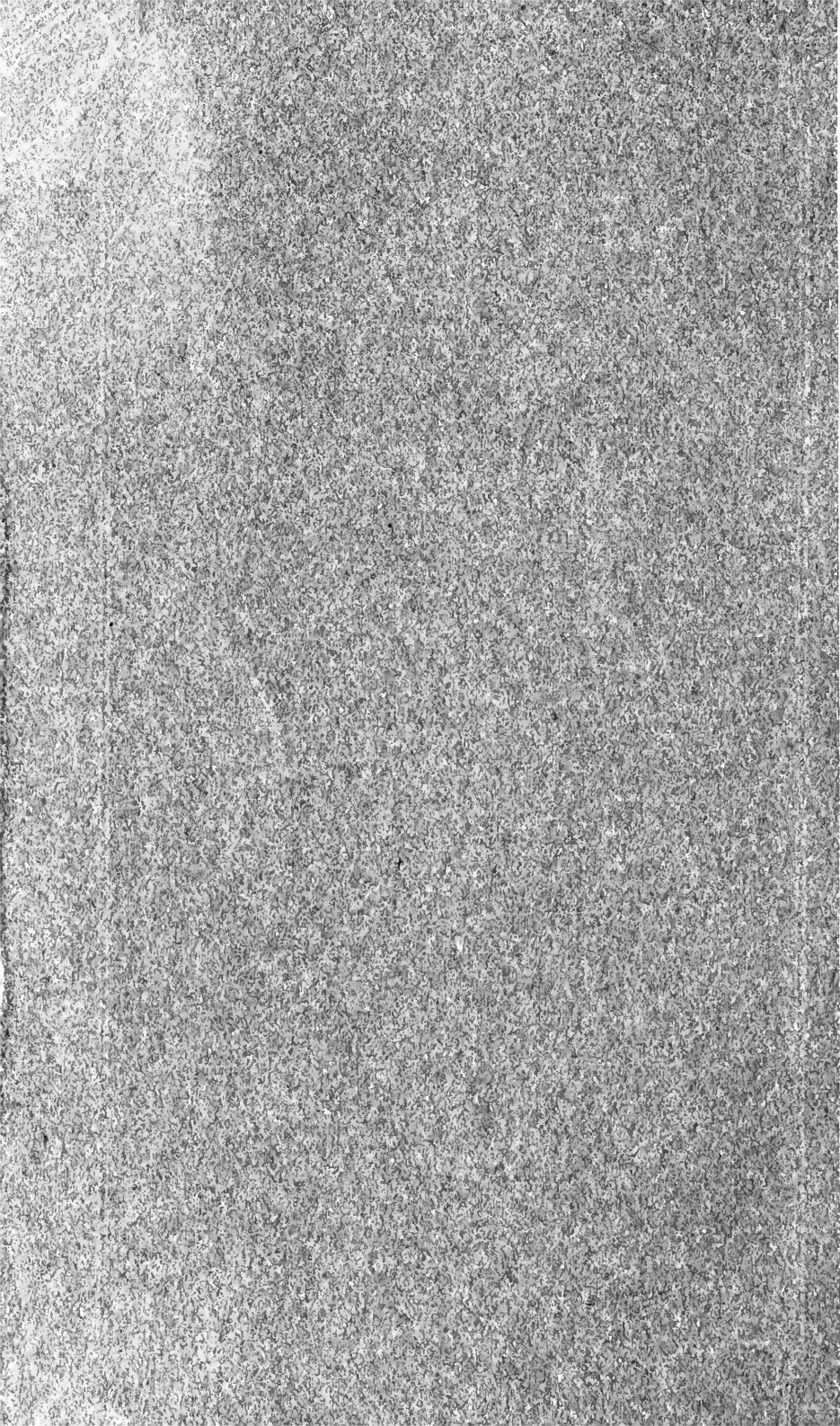
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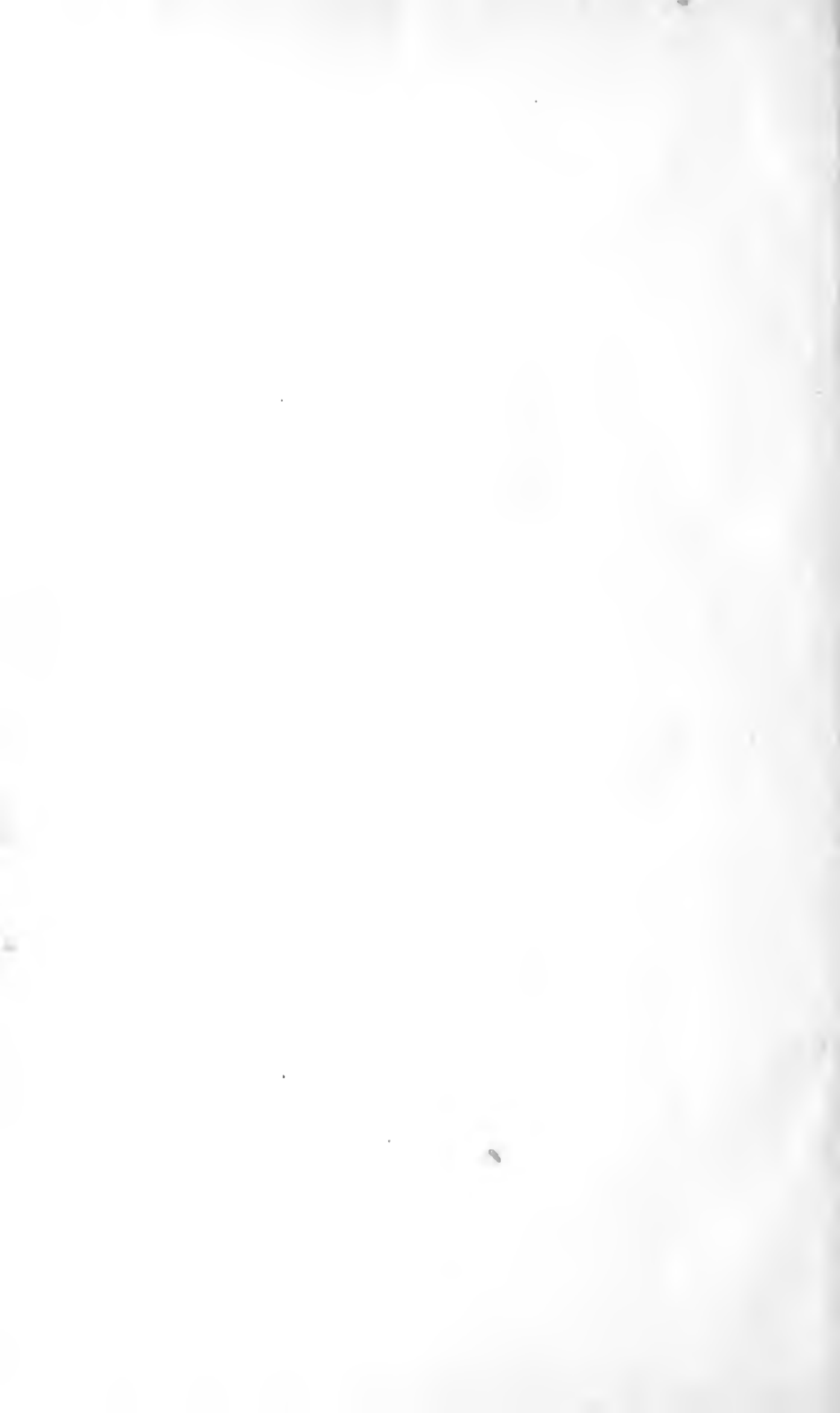
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